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ABSTRACT

This study is a proposal for community college programs that train, certify, and degree prospective mediators with a transferable associates degree, a certificate, or a career studies certificate in conflict mediation. The paper details the Conflict Resolution Communication Program, a prototype for an educational conflict resolution curriculum, effective implementation, and evaluation by the Commonwealth of Virginia. The National Center for Injury Prevention and Control and the Statistical Abstract text of the U.S. reported in 1999 that between 1994 and 1998, 173 violent deaths occurred in schools across the nation, 50% of children ages 9 to 17 were worried about dying young, and 31% of children ages 12 to 17 knew someone their age who carried a gun. The paper reports the existence of 69 conflict resolution degree programs in four-year institutions in the U.S., and no community college programs. The author argues that these programs are needed in community colleges in order to train more mediators with greater accessibility and affordability to reduce the spread of violence. The paper offers a review of the literature, program curriculum and syllabus, and a grant funding proposal. Research instruments appended. (Contains 60 references.) (NB)

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ED 466 274

CONFLICT RESOLUTION: A SOLUTION FOR PEACE THROUGH COMMUNITY COLLEGE PROGRAMS

by

Melinda G. Lincoln

A Doctoral Dissertation
Submitted to the
Graduate Faculty
of
George Mason University
In Partial Fulfillment of
The Requirements for the Degree
of
Doctor of Arts
Community College Education

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_____ Member
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_____
Dr. Gustavo A. Mellander, Director
The National Center for Community College Education

Date: _____ Fall Semester 2000
George Mason University
Fairfax, Virginia

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Conflict Resolution: A Solution for Peace
Through Community College Programs

A doctoral project submitted in partial fulfillment of the requirements for the degree of Doctor of Arts at George Mason University

By

Melinda G. Lincoln
Bachelor of Science in Education
California University of Pennsylvania, 1970

Bachelor of Science in Paralegal Studies
University College University of Maryland, 1994

Master of Arts in Education
George Mason University, 1998

Director: Dr. Don M. Boileau
Department of Communication

Fall Semester 2000
George Mason University
Fairfax, Virginia

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Dedication

This Doctoral Project is dedicated to my parents who instilled the love of learning within me, to my family and friends who believed in me, to my professors, teachers, colleagues, and students who inspired me to continuously grow, and to Oxford where I found myself and learned to exist in a world that took my breath away . . .

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ABSTRACT

CONFLICT RESOLUTION: A SOLUTION FOR PEACE

THROUGH COMMUNITY COLLEGE PROGRAMS

Melinda G. Lincoln, M.A.

George Mason University, 2000

Doctoral Director: Dr. Don M. Boileau

This proposed program enables the community college to train, certify, and degree prospective mediators with a transferable associate degree, a certificate, or a career studies certificate in conflict resolution. It also serves the needs of the community by providing alternative programs and vocational opportunities to resolve conflicts peacefully and reduce acts of violent behavior. The project produces a quality prototype for an educational conflict resolution curriculum, effective implementation, and thorough evaluation by the Commonwealth of Virginia. Procedures for developing grant funding, including a budget proposal, and an executive summary are presented. Program assessment is formulated on the feedback of a target population comprising students taking courses, completing the Conflict Resolution Communication Program, transferring to a baccalaureate program, and working in the community to advance peaceful negotiations and reduce conflicts.

CHAPTER 1

Conflict Resolution Communication Program

A cycle of unprecedented violence has befallen communities, houses of worship, classrooms, playgrounds, and day-care centers throughout this country. Unfortunately, many conflicts spiral out of control without the benefit of mediating differences, identifying issues, and applying problem solving solutions to de-escalate differences and find solutions to problems. Although the overall crime rate has fallen, patterns of negative behavior and outbursts of deep-seated anger and turmoil have erupted in frantic demonstrations of random shootings, ruthless acts of school brutality and death, senseless bombings, and indifference to human life. Limited numbers of certified or degreed mediators and affordable and accessible conflict resolution educational programs occur across the nation to quell surmounting conflict situations and diffuse anger in disruptive and inappropriate forms of behavior.

A 2000 peace studies program list indicates that 69 undergraduate conflict resolution programs offer a Baccalaureate degree (University of Colorado, 2000). The new edition of the *Dictionary of Conflict Resolution* lists only eleven undergraduate degree programs in conflict resolution outside the United States (Yarn, 1999). Yarn qualifies the availability of these programs by stating that, "Each year some programs cease while new ones emerge, so this list is in constant flux" (p. 487). Associate director, Kent Phillipi, of the American Association of Community Colleges in

Washington, D.C. confirms, at present, that no community college in the country offers a certificate program or an associate degree in conflict resolution for students wishing to enter the profession (Phillipi, May 17, 2000). Also, assistant managing editor of *The Chronicle of Higher Education*, Bill Horn, confirmed that he knew of no conflict resolution program being offered on the community college level (Horn, August 21, 2000). Thus, with only 69 baccalaureate institutions across the country offering a program, the American community college system has an opportunity to fill a pressing need on the postsecondary level to offer accessible and affordable programs in conflict resolution education. Such programs could include degrees transferable to a four-year college or university baccalaureate program resulting in more certifiable and degreed mediators, as well as certificate and associate degrees.

Vocational areas, including: social work, sociology, psychology, and communications will benefit by the mediation skills and expertise of those transferring from community college degree programs to complete the baccalaureate degree. By tapping into the core of the community college population -- eighteen to twenty-five year olds, and the returning adult learner-- the nation will continue educating its youth and sustaining lifelong learning for its adults (Cohen, 1996). College-conferred certificate and associate degree programs in conflict resolution will enable community colleges to remain prime examples of trend setting institutions of higher learning by providing the potential for differentiated staffing levels of conflict resolution specialists in schools and other institutions. The younger community college trained mediator may relate better to working with teenagers and youth groups in community settings, while the professionally

trained educator may wish to pursue further career studies programs in mediation. Those students completing the associate degree may choose to transfer to a baccalaureate program and fill job opportunities in educational mediation, or in community and social services, industry, and health related areas. Master and doctoral level programs in conflict resolution also exist for continued study and further transferability of the baccalaureate degree. As a result, community colleges will meet the needs of the communities they serve.

In a time when Americans fear crime and violent behavior and make it a top political priority across the country (The Economist, 1996, June 8), community colleges have a unique opportunity to introduce and to implement alternative forms of peaceful negotiation. By contributing a significant number of certified and degreed mediators through conflict resolution program implementation, community colleges can contribute their authority to calming the fears of communities and meeting their needs. The implementation of the Conflict Resolution Communication Program may fulfill the needs of communities throughout the nation by providing affordable alternatives to litigation. Mediation services in the areas of family dispute, divorce, parenting, business, government, educational conflicts, contract negotiation, and community policing, will be more accessible. The advancement and promotion of peaceful solutions through effective coping strategies, listening skills, and mediation teaching techniques, will become the mainstay for understanding the origin and the resolution of conflict.

The certified or degreed conflict resolution specialist will help communities, students, parents, employers, employees, educators, and those in need of alternative

mediation services handle conflicts constructively and appropriately, without violence, while mastering life-long communication skills. By utilizing conflict resolution skills for a lifetime, communities will be better able to understand and resolve differences in a time of fluctuating change and growth. Also, acceptance of situations invested in cultural and social diversity may lead to greater tolerance and harmony throughout the nation by exposing community conflicts to the expertise and experience of professionally trained conflict analysts, beginning with mediators trained, certified, and degreed on the community college level.

Currently, the majority of those interested in mediation training enroll in private mediation programs sponsored by the private sector. Costs per course are high averaging $395 to $445 per course compared to Virginia community college in-state tuition rates of approximately $120 per three-credit course. Endless hours are committed to completing the list of requirements, including the completion of six required co-mediated sessions to become state certified in the Commonwealth of Virginia by the court system. At present, there is no certification or license required to practice mediation in Virginia or on a national level. The Supreme Court of Virginia does, however, require certification of mediators placed on the court referral list. All practice requirements for certification must be within two years of completing the mediation training unless a waiver for good cause is granted by the Supreme Court.

The requirements for prospective mediators includes a bachelor's degree or equivalent relevant experience, twenty hours of mediation skills training, forty hours of family mediation training, four hours in Virginia's judicial system, observation of two

cases at the desired level of certification, or an approved role-play / observation training, and, at least, one mediated agreement. The requirements must be completed in the following order: education, training, observations, and co-mediations. (Northern Virginia Mediation Service Mediation Training, 2000).

A Civil Mediation Certificate and a Family Mediation Certificate are offered by the Virginia Supreme Court. Certified mediators completing 200 hours of mediation, during at least 25 cases, including 10 circuit court level cases, and completing at least 24 hours of advanced mediation training are eligible for Virginia's Advanced Mediator Certificates. Mediation training must be in family or civil casework (Northern Virginia Mediation Service Mediation Training, 2000). This type of instruction focuses primarily on juvenile and domestic relations or small claims and circuit court proceedings. Educational mediation as proposed in the Conflict Resolution Communication Program is not emphasized as an instructional unit through private sector mediation training.

As a graduate of The Center for Mediation Education, and the Northern Virginia Mediation Service, both sponsored by the private sector, I can testify to the professionalism and high-caliber of quality courses offered in private sector conflict resolution training programs. The commitment of time and money is substantial for most students, many of whom already possess bachelor and graduate degrees, hold full-time jobs, and share family responsibilities. Many students invest an average span of two to five years completing courses, at an estimated cost of $1,830 to $2,800. Those interested in the certification level invest additional funds to mediate clients referred by the court system. Compared to the private sector, the Conflict Resolution Communication

Program on the community college level will offer quality education at affordable prices. Completion of the certificate program with 2000 – 2001 tuition rates of less than $50 per credit for in-state students at Northern Virginia Community College (NOVA Schedule of Classes, 2000), estimates to be about $1,695 for 42 credits. The Career Studies Certificate costs approximately $1,100 and is designed for those employed in educational services, including counselors and teachers, who desire to update or expand their knowledge in conflict resolution and mediation for future certified and post-baccalaureate educational studies. The transferable associate degree in Conflict Resolution totals approximately $2,450 and can articulate to a college or university baccalaureate degree program.

Statement of the Problem

The problem is that although mediation programs exist, these programs are limited and often expensive. By offering greater public outlets for training, community colleges create alternatives to violence by offering affordable and accessible conflict resolution programs throughout the Commonwealth of Virginia to reduce the escalation of violence. More trained, certified, and degreed mediators, with credit that will transfer to a four-year college or university, must be made available to make significant contributions, and to reduce national and community conflicts using alternative mediation efforts, without violence. With the alarming number of school-related incidents across the country involving violence, a careful look at the reasons, origins, and preventable ways of dealing with conflict, peacefully, must be addressed. James Gilligan, a Harvard

psychiatrist, spent years interviewing murderers in Massachusetts, and concluded the following: "Nothing stimulates violence as powerfully as the experience of being shamed and humiliated"(Dority, 1999, p. 4).

Even from my own experience as mediation coordinator at a Fairfax County Virginia high school, I can testify to the low self-esteem and lack of self-confidence in teenagers, who are harassed, picked on, bullied, and excluded by other students, cliques, or family members. They need to talk, identify troubling issues in their lives, and work through peaceful solutions to their problems in a safe environment. Often, students lack the communication and listening skills needed to deal with their differences effectively. Mediation programs need to be implemented in every public school system across the nation and be available to students in elementary through the secondary levels. Mediation programs have been proven to help reduce the tension of students while enabling them to solve conflicts and negotiate gang disputes, family troubles, and neighborhood problems (Smith, 1993). Mentoring policies, conflict resolution programs, and peace centers even teach the youngest children how to handle their differences, without violence, creating calm and peaceful settings (Weiss, 1995).

Currently, the crime rate across the United States is declining due to several factors: tougher prison sentences, stricter gun laws, smarter police strategies, stronger police forces, weaker crack epidemic, and a decrease in the number of males who have traditionally been credited with committing a disproportionate number of crimes (*U.S. News & World Report*, 1999, January 11). The Justice Department's National Crime Victimization Survey stated that "Americans suffered less at the hands of criminals in

1997 than since the poll was first taken in 1973, and that a new Justice Department study found that the nation's 1997 murder rate was the lowest in three decades" (*U.S. News & World Report*, 1999, p. 2). With the population of teens on the rise, however, another crime wave may be in the future. Others feel the decrease in crime is temporary like UCLA professor emeritus, James Q. Wilson, who states, "Sure, crime is down, but not compared to thirty-five years ago. We've made gains, but we're not back to the Garden of Eden yet" (*U.S. News & World Report*, 1999, p.2). Thus, even if crime fluctuates over years and decades, the need will continue to have trained mediators to lessen situations of violence.

Even though the incarceration of more prisoners indicates a long-term reversal of rising crime, a cyclical pattern of falling crime rates in the early 1980's was replaced by an increase in crime rates in the late 1980's, concurrently with a spiraling prison population (*The Economist*, 1996). The National Education Association reported in 1993, alone, that approximately (*Time*, January 25, 1993, p. 1):

- 100,000 students took guns to schools;
- 160,000 secondary students skipped classes because they feared physical harm;
- 40 students were hurt or killed by firearms;
- 260 students were physically assaulted;
- 6,250 teachers were threatened with bodily injury or harm

The National Center for Injury Prevention and Control, and the Statistical Abstract text of the U.S. reported in 1999 that between 1994 and 1998: 1) 173 violent deaths occurred in schools across the nation, 2) 50% of children ages 9 to 17 were worried about

dying young, and 3) 31% of children ages 12 to 17 knew someone their age who carried a gun (*Time,* 1999, p.1).

The challenges of getting along with other people, compromising, negotiating, and problem-solving solutions are not a cliché, but can be applied through the implementation of conflict resolution communication and mediation programs. These peacemaking skills, techniques, and strategies offered by community college certified and degreed mediators could contribute to reducing violence. Therefore, critics or rivals who believe that the private sector can best meet the increasing demands of the communities they serve by offering the only conflict resolution training programs at premium costs, at limited locations, and at limited times throughout the year, are overlooking the authority of the community colleges and the potential of the community college students.

Once again, the role of the community colleges in addressing and meeting the escalating and changing needs in the communities is of paramount importance (Cohen, 1996). As a result, the culmination and implementation of affordable and accessible conflict resolution communication programs need to manifest themselves firmly in the Commonwealth of Virginia, as alternative certification and degree programs, with matriculating and transferable options to a baccalaureate degree at four-year colleges and universities. These programs on the community college level are needed to train more mediators with greater accessibility, and affordability in effective conflict resolution practices and procedures, in order to maintain the declining percentage of violence in the country and to reduce the spread of violence.

Definition of Terms

Throughout this doctoral project, the use of specific terms and phrases related to the Conflict Resolution Communication Program, the curriculum, the individual syllabi, and course summaries will be articulated and reiterated. The *Dictionary of Conflict Resolution* (Yarn, 1999) is a well-documented authority of referenced meaning and includes the common vernacular, colloquial, and idiomatic expressions of thought in this area. Conflict resolution, for purposes of this study, refers to the "professional field and academic discipline concerned with the nature of conflict and the productive techniques to address conflict" (Yarn, 1999, p.119). The author provides the following quotation by M.B. Nicholson, in his 1975 text, The Resolution of Conflict:

> The process by which two parties reconcile their goals to the extent that they are mutually consistent. The conflict is resolved when the two parties are willing to accept some position as a status quo, either because the costs of inducing further conflict would outweigh the benefits of any improved settlement which may result, or because, on some criterion or other, they are willing to accept the settlement as "fair" (p. 120).

Conflict resolution, as reflected above, invests the commitment of the two conflicting parties to identify the issues, diffuse the escalating conflict, and work towards an agreement which both find mutually acceptable. Conflict, then, is "conceptualized as a state rather than a process, making it easier to distinguish between conflict resolution processes and the conflict that such processes are supposed to affect" (Yarn, 1999, p.114). Conflict highlights the set of conditions surrounding the circumstances leading to the altercation. A dispute is an articulation of the conflict, a symptom, rather than the conflict itself. A dispute is an argument over something (conflict), and disputing is a

method of resolving the conflict. "A conflict can exist without a dispute, but a dispute cannot exist without a conflict" (Yarn, 1999, p.115). Resolution is the act of solving or bringing about a solution. A third-party determination may or may not bring about binding solutions, but may diffuse the escalation of the conflict. "Resolution coupled with conflict or dispute indicates a range of action that moves away from discord, but may or may not reach pure harmony" (Yarn, 1999, p. 380).

Mediation is facilitated negotiation. The mediator or impartial third party facilitates negotiations between disputants or the disputants' representatives in their search for a resolution of their dispute. The disputants remain responsible for negotiating a settlement; the mediator's role is to assist the process in ways acceptable to the disputants. Sometimes, this process means merely providing a forum for negotiations or convening the negotiations. More often it means helping the disputants find areas of common ground for resolution, offering alternatives, supervising the bargaining, then drafting the final settlement (Leeson and Johnston, 1988).

Negotiation is "a conciliatory process, or act of bringing together conflicting parties to settle their disputes, in a consensual and private setting with minimal third-party involvement" (Yarn, 1999, p.314). Arbitration signifies a "generic term for a range of dispute resolution processes involving the referral of a dispute to an impartial third party, who after giving the parties an opportunity to present their evidence and arguments, renders a determination in settlement of the dispute" (Yarn, 1999, p.28). Litigation or the process of disputing, beginning with the filing of a lawsuit and ending with the dismissal of the suit or enforcement of the judgment, demonstrates five

characteristics which are foreign to conflict resolution processes. They include the following: 1) litigation can make law for society as a whole while resolving a particular dispute, 2) litigation has the authority to compel participation, 3) litigation is conducted according to rigidly enforced procedural and evidentiary rules enacted by legislatures or adopted by courts, 4) litigation is the only dispute resolution process with explicit enforcement powers, and 5) litigation is a public process (Yarn, 1999, p.261).

Mediation occupies the "space between negotiation and arbitration along a continuum of dispute resolution processes or a voluntary process entered by parties in disagreement using mediation or arbitration to reconcile the party's differences" (Yarn, 1999, p. 155). Mediation differs from negotiation to the extent that an impartial third party assists in the negotiations. Mediators are also empowered to "intervene in the substantive dialogue and use their powers of persuasion to help the parties reach a mutually acceptable outcome creating relevant norms for themselves, without ordering or adjudicating a formal court-ordered decision oriented to achieving conformity to norms as prescribed by law" (Yarn, 1999, p. 276). Thus, the absolution of legal verdicts rendered by the courts are present in mediated agreements.

Research Goals

Community colleges in the Commonwealth of Virginia would reduce violent and inappropriate behavior in conflict situations by contributing the skills and expertise of trained, certified, and degreed community college graduates in the field of mediation. By offering the Conflict Resolution Communication Program at accessible and affordable

community colleges, a substantial post-secondary student population can be awarded certificates and appropriate degrees in conflict resolution. Students pursuing this program may opt to transfer their college credit to a baccalaureate degree program in conflict resolution at a four-year college or university rather than pursue an affordable and accessible continuing education course of study.

In my doctoral project, I have: 1) designed a prototype for a quality Conflict Resolution Communication Program on the community college level offering a career studies certificate, a certificate, and a transferable associate degree to a baccalaureate program at four-year colleges and universities, 2) designed an evaluation system for the program based on needs assessment criteria, and 3) identified how grant funding for the program could occur. In addition, student and faculty surveys, questionnaires, and program course evaluations have been developed. Statistical findings based on the percentage of students entering and completing the programs of conflict resolution study, the number of students articulating to a four-year college or university, the number of students receiving a baccalaureate degree in Conflict Resolution, and the number of trained, certified, and degree-holding mediators on the community college level serving communities in the area of mediation will be ascertained. These studies, however, will be conducted after some or all of this comprehensive program has been offered, but not as part of this doctoral project.

Research Design and Methodology

As a researcher, I am involved in the creation, design, and evaluation procedures used to determine the worth and effectiveness of the conflict resolution communication

program on the community college level, and the successful matriculating options to a baccalaureate degree program at four-year colleges and universities. The professional education program I have constructed will be demonstrated and described in succeeding portions of the proposal through action research or formative evaluation analysis (Mauch & Birch, 1998).

The evaluation research study focuses on the expected techniques and strategies used to bring about the intended goals of the Conflict Resolution Communication Program. Through interviews, surveys, conferences, meetings, dialogues, questionnaires, course summaries, syllabi, curriculum, grant proposals, and an intensive collection of data, a qualitative methodology will provide the authority and credibility of the Conflict Resolution Communication Program at the community college level. The initial implementation and course credit completion of the program will yield the prototype for the Conflict Resolution certificate and the Conflict Resolution career studies certificate, with transferability of the associate degree in Conflict Resolution to accredited four-year colleges and universities offering a baccalaureate degree. The results of referenced survey instruments will produce a collection of student, community, and faculty interest data, and conflict resolution educational and professional needs. The confirmation of credit course offerings and the assessment of research data based on the development of the Conflict Resolution Communication Program will provide prototypical forms and information based on implementation and guidance of this curriculum at NOVA in the future.

The two-year college will, once again, strengthen their service role in meeting the needs of the community by supplying certified, and degreed mediators to contribute their expertise and training to help maintain and diffuse conflicts peacefully while promoting the use of effective coping and listening skills throughout society. Four-year colleges and universities will accept more students with associate degrees in Conflict Resolution into their existing and expanding baccalaureate programs in conflict resolution. An effective alternative program to violence in America will become a mainstay curriculum offering for the first time in the history and in the development of the community college.

CHAPTER 2

Community Need for the Conflict Resolution Communication Program

Even though the national crime rate has declined in the last seven years, many Americans still remain fearful of outbreaks of violence and dangerous situations in schools and public places throughout the country. The nature of crimes has become incomprehensible and horrific with copycat shootings in public buildings, and hostage takeovers and bombings of day-care centers, fast-food establishments, and suburban shopping centers. The fear of becoming a victim of someone's inability to deal with anger, rage, harassment, rumors, lack of information, and miscommunication poses serious consideration for society to find an effective and realistic solution to this national dilemma.

The proposed Conflict Resolution Communication Program provides the necessary listening and communication skills needed to diffuse conflicts, resolve situations without violence, and create a paradigm shift in the identification and understanding of human disagreements. Cultural differences, misunderstandings, lack of information, rumors, and hearsay, too often, lead to the degeneration of positive communication, tolerance, and respect for humanity and peaceful negotiation. Through the implementation of problem-solving techniques and mediation strategies on a long-term basis, an effective way of dealing with altercations and difficult situations will become second nature to future generations as violence and danger dissipate in society.

Authors Bodine, Crawford, and Schrumpf state the following in *The Handbook of Conflict Resolution Education:*

> Conflict is a natural, vital part of life. When conflict is understood, it can become an opportunity to learn and create. The challenge for people in conflict is to apply the principles of creative cooperation in their human relationships (1994, p. xxiii).

Unfortunately, conflict is rarely acted upon as an opportunity to learn and to grow emotionally and intellectually before the altercation develops into violence and acts of tragedy. The opportunity exists to make things better before events become out of hand and irreversible. The Conflict Resolution Communication Program provides an education offering students the rare chance to diffuse differences and shift to a new paradigm of thought by stepping into another's perspective to handle conflicts productively. Violence will always be a regrettable part of society, but the need to handle conflicts constructively with maximum benefit to all parties demands immediate attention and solutions.

Overview of Victimization

Crime rates have presently dropped overall to a 25-year low; property crime is significantly lower; and violent crimes declined 20 percent in the last six years (United States Department of Justice, March, 1999). The data collected by the FBI's Uniform Crime Reporting (UCR) Program show a 7 percent decline in reported serious crime from 1998 and reported declines by law enforcement agencies in all regions (USDOJ, May 7, 2000). The National Crime Victimization Survey (NCVS) supports the downward trend of violent crime seen since 1994. The NCVS is the Nation's second largest ongoing household survey. Survey data reports how many rapes, sexual assaults, robberies,

assaults, thefts, household burglaries, and motor vehicle thefts United States residents age 12 or older and their households experience each year (Bureau of Justice Statistics Crime and Victim Statistics, May 17, 2000).

Attorney General Janet Reno stated the following in her crime strategy initiatives:

> These statistics show that the historic partnerships we have forged over the past seven years between local, state and federal law enforcement are working. These partnerships, which have prevented 500,000 prohibited persons from obtaining guns and funded more than 100,000 community police officers and community prosecutors, continue to drive violent crime down (Mintz, 2000, p. A01).

School shootings have contributed to concern and fear among many Americans about the availability of weapons in a country where guns claim some 30,000 lives a year (Reuters, May 26, 2000). The 1998 Gallup Poll cited the fear of crime and violence as the most frequent response mentioned by 20 percent of Americans to this most important non-economic problem question: "What do you think is the most important problem facing this country today?" (Gallup, 1998, p.61). The "Million Mom March" in May 2000 was attended by hundreds of thousands of protestors who rallied in Washington to demand that Congress pass what they called "common-sense gun control" measures to stem the violence. The National Association of Attorneys General said there have been at least 14 U.S. school shooting incidents that have claimed casualties in the past seven years, including multiple killings in Oregon, Arkansas, and Kentucky. Excluded from these incidents was the worst tragedy in the series of school shootings in April 1999 at Littleton, Colorado, when two students rampaged through Columbine High School, killing 13 people before taking their own lives (Reuters, 2000).

Teamwork among educators, mental health professionals, parents, students, community groups and organizations is also critical in creating schools that work to keep students safe and better protected in an even safer school environment. Secretary of Education Richard W. Riley stated in an address to a school guidance counselor's meeting in Chicago:

> We cannot rely on mechanical profiling of students. We simply cannot put student behaviors into a formula to come up with the appropriate response. We need human involvement—your professional judgment—in every step of the process. I'd like to challenge school counselors to lead the effort to ensure that as schools work to keep students safe, we avoid overreacting and stereotyping. With your help, we can keep the focus on building strong connections between teachers, parents, and student" (Department of Education, April 28, 2000, p.1).

Schools and communities are encouraged to develop a comprehensive team approach to violence prevention as addressed in *Safeguarding Our Children: An Action Guide*, written by the Departments of Education (ED) and Justice (DOJ). The guide recommends the following interventions: 1) create a school wide foundation that fosters positive discipline, academic success, and mental and emotional wellness; 2) intervene early with the 10-15 percent of students at risk for severe academic or behavioral problems; 3) provide immediate and intensive mediation for students who continue to experience significant emotional and behavior problems; and 4) improve the school's violence prevention programs and student learning (USDOE, 2000, p. 2). By combining the expertise of professional educators and community activists, a nurturing and peaceful environment can be attained through the merger of conflict resolution skills and effective communication techniques prevalent in the Conflict Resolution Communication Program.

Even with the sweeping decrease in violent crime, the current administration is pressing ahead to make greater gains in the fight against crime and violence. Communities still need to break illegal drug and gun trafficking, violence in the streets, and the prevalence of teenage gangs in neighborhoods. Through stronger police agencies, community policing, expansion in community prosecution resources, and violence prevention programs in schools, safety and security can be returned to America's towns, cities, and communities (USDOJ, 1999).

Statistical findings denote that the numbers will not decline indefinitely. Several crime experts and specialists cited the fact that while murder decreased by 11 percent last year in towns with fewer than 100,000 people, it dropped by only 2 percent in cities of more than 500,000, suggesting future reductions in large urban areas will be hard to come by (Mintz, 2000, p. A01). Cities already experiencing a jump in murder rates include the following: 1) New York where murders rose from 633 to 671; 2) San Antonio, from 89 to 96; and 3) San Diego, from 42 to 57 (Mintz, 2000, p. A02). The anticipated release of hundreds of thousands of prison inmates incarcerated in the recent spasm of judicial crackdown, and the expected rise by 15 percent in the number of teenage males over the next few years are two demographic trends that need to be followed carefully (Mintz, 2000, p. A02). Alan Fox, a crime statistics expert at Northeastern University, noted:

> Many Americans have been lulled into a sense of complacency about crime because of the long run of encouraging statistics, but the numbers can go up as fast as they went down. We could be blindsided by a youth crime wave. We must reenergize our efforts in crime prevention to prepare for this demographic bow wave by investing more public funds in school youth programs and early childhood development programs, and by coordinating with businesses to hire more youngsters for summer and year-round jobs. These are efforts

that have been shown to work to curb youth crime (Mintz, 2000, p. A03).

The Conflict Resolution Communication Program offers a formidable and, hopefully, a successful approach to the crime prevention problem in this country. Conflict resolution education supports violence prevention policies by helping students accept the consequences of their own behavior and by developing personal and responsible behavior management skills and workable processes for solving problems before they escalate to violence. A conflict resolution education program models, teaches, and incorporates the techniques and problem solving skills of mediation, negotiation, and collaboration. Students trained in conflict resolution techniques readily apply their skills to situations in and out of school more constructively. "Eighty-five percent adopt negotiation as their primary approach to conflict, rather than use threats or violence" (CREnet, 2000, p. 2). Negative attitudes and behaviors displayed by students visibly improve due to participation in mediation training. Conflict resolution education also affects the overall dynamics of individual growth and positive interaction in the following ways (Conflict Resolution Education Network (CREnet, 2000):

Law-related Education

- Helps students understand the relationship between law, rights, personal and community responsibility.

Social and emotional skill development

- Helps students develop anger-management skills.
- Helps students incorporate personal relationship-building skills.
- Helps students develop fundamental competencies (self control, self respect, empathy, teamwork) needed to make a successful transition into adulthood.

Improved intergroup relations

- Teaches the principles and skills needed to respect others as individuals and group members.

- Teaches responsible and productive intergroup relations.

Improved academic performance

- Builds cognitive skills.
- Builds confidence.

Responsible citizenship

- Express concerns and interests in a peaceful and productive way.
- Provides the ability to solve problems for the mutual benefit of community members.

The community need for the Conflict Resolution Communication Program will be evidenced in the lasting effects and life-long skills of problem-solving and peacemaking strategies developed and implemented by mediators and students as they benefit society, as a whole. Less physical violence and disruptive behavior was reported in a 1992 study of a conflict resolution program in New York demonstrating a 50 percent decline in student assaults, and an 83 percent to an 86 percent decline in student violence and other hurtful behaviors since implementation of a mediation program in a New Mexico public school system in 1994. Teachers cite a more positive classroom climate and a reduction in energy spent resolving conflicts among students (CREnet, 2000). Conflict resolution training also increased academic achievement among students and enabled many to utilize negotiation as their primary or first source to conflict, rather than threats or violence (CREnet, 2000). Improved student academic performance was cited by professors David Johnson and Roger Johnson at the University of Minnesota in 1994:

> The integration of conflict training into instructional units can increase academic achievement. When training was integrated into English literature classes, students scored significantly higher on achievement tests than students who did not receive the training.

Teenagers are twice as likely to become victims of violence as adults, and one-half of all violence against teenagers occurs in school buildings, on school property or on

the street in the vicinity of schools. The Carnegie Council on Adolescent Development supports the need of conflict resolution education. The lasting benefits of conflict resolution programs promoting a more peaceful society are affirmed in the following statement by The Carnegie Council on Adolescent Development, Great Transitions: *Preparing Adolescents for a New Century* (1995):

> Fundamental competencies which adolescents need to make a successful transition into adulthood include . . . the ability to manage conflict peacefully. . . respect diversity in our pluralistic society, and cultivate inquiring and problem solving habits of mind (CREnet, 2000, p.5).

The Conflict Resolution Communication Program provides society with an effective and useful tool to solve conflicts peacefully by utilizing communication skills, mediation strategies, and negotiation processes. The ultimate goal of implementing school wide education and training maintains a safe school learning environment and provides effective coping strategies for individual violence prevention. Creating a climate of tolerance dissipates violence as future generations learn alternative methods to deal with differences. They will have a better chance to resolve problems and disputes nonviolently, refrain from bullying, show respect, report crimes and threats of violence to officials, get involved in the development and implementation of anticrime programs, learn how to avoid becoming a victim, and seek help from trusted adults when confronting difficult problems (United States Department of Education and Justice, 2000). Being treated with respect and being treated equally, regardless of ethnicity, race, religion, sex, socioeconomic status, or other characteristics will ensure a new paradigm of harmonious and diplomatic relationships among all peoples.

Social Justice Need

Conflict resolution education grew out of the social justice concerns of the 1960s. Just as the Quakers had incorporated peacemaking and problem solving into their teachings, religious and peace activists groups adopted this cause in the late 1970s and applied dispute resolution into their educational curriculums (CREnet, 2000). Community mediation centers focused on interpersonal and neighborhood conflicts while schools incorporated law-related educational projects into their course of study.

The National Association for Mediation in Education (NAME) was formed at the University of Massachusetts at Amherst in 1984 by a group of educators, activists, and community mediators in the field of conflict resolution education. Their purpose was to act as a support network and materials clearinghouse for conflict resolution in schools. NAME merged in 1995 with the National Institute for Dispute Resolution (NIDR) and became the Conflict Resolution Education Network (CREnet) at the NIDR. It serves today as the primary national and international clearinghouse for information, resources, and technical assistance in the field of conflict resolution and education. It also promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curriculum. "In 1997, there were over 8,500 school-based conflict resolution programs in the United States, located in the nation's 86,000 public schools" (CREnet, 2000, p.1). Upon my return from Oxford University in January 2000, I became an associate member of the Conflict Resolution Education Network, and had the opportunity to form a conflict resolution program at West Potomac High School in Fairfax County Virginia.

The Conflict Resolution Communication program promotes an environment rich in diversity and tolerance of equality among genders, social class, physical and mental abilities, and sexual orientation. By creating a safe environment mindful of all human beings, the process and practice of conflict resolution education fills an ongoing need for acceptance and awareness of cultural differences and individual strengths. Relationships of inequality and power, prejudice and discrimination, and cultural and social differences are challenged by new ways of communicating and understanding (Bodine & Crawford, 1998).

A commitment to study conflict constructively and find appropriate and acceptable ways to deal with differences, peacefully, is a further goal to foster learning in a sound environment of social justice and equality. The implementation of a Conflict Resolution Communication Program enables communities to offer the skills and knowledge necessary to successfully nurture an environment rich in diversity, to accept inevitable conflicts from differing values with a cultivated willingness, to understand that conflict presents an opportunity for growth, self-awareness, and a respect for others, and that this articulated vision can enrich and strengthen school and work place communities (Bodine & Crawford, 1998).

Cooperative Learning Need

The Conflict Resolution Communication Program not only presents sound principles of effectively dealing with various forms of violence, but it provides communication and listening skills to handle the differences of daily existence. Communication consists of the expressive skill of speaking and the receptive skill of

listening. Active listening techniques include the effective use of eye contact, head nodding, gestures, and body positioning to promote communication between all parties. Successful communication confirms the conveyance of the speaker's intention and the confirmation of the listener's response. A cooperative learning environment improves the climate in schools and communities, while challenging young people to accept the fact that peaceful and interactive communities are a realistic goal in today's society. Necessary environmental conditions may include increasing levels of respect, trust, cohesiveness, caring, morale, and opportunities provided for input, academic and social growth, and community and school renewal (Bodine & Crawford, 1998).

Negotiation, mediation, and decision making serve as effective dispute resolution models which provide non-adversarial and nonviolent methods to litigation, discipline policies at schools, and referral processes at work. Conflict resolution education is built on the cooperative and collaborative principles of learning from controversies, turning conflicts into opportunities to manifest new viewpoints of understanding, developing self-control and efforts of self-discipline, and accepting responsibility for personal choices, actions, and follow-up consequences (Bodine & Crawford, 1998).

The following sound precepts or principles of conflict resolution education exist within a cooperative learning environment (Bodine & Crawford, 1998, p. 47):

- Conflict is natural and normal.
- Differences can be acknowledged and appreciated.
- Conflict, even viewed as a solution-building opportunity, can lead to positive change.

- When the conflicting parties build on one another's strengths to find solutions, a climate is created that nurtures individual self-worth and opportunities for fulfillment of each individual's needs.

Proactive Need

The proposed Conflict Resolution Communication Program enables skills, strategies, and an understanding of the mediation process to be addressed proactively in promoting safe environments and responsible generations of adults. By providing alternative forms of compromise and negotiation techniques, self-destruction and violent acts of behavior will become less threatening in working through conflicts involving intrapersonal, interpersonal, and intergroup situations (Bodine & Crawford, 1998). Though often used as a reactive tool to violent incidents, conflict resolution education needs to become an integral part of violence prevention. By constructively addressing issues of conflict that often preceed physical encounters, the incidence and intensity of physical engagement will diminish (Bodine & Crawford, 1998).

Psychological violence, including verbal abuse and nonphysical acts of violence may be more pervasive than physical forms of violence. These victims are not always recognized as victims because they may not have the apparent physical identification scars, but rather emotional scars occurring deep within their souls. Whether teased, taunted, harassed, or bullied, victims as well as their tormentors need the benefits of conflict resolution education. By learning to address fear, discrimination, manipulation, control, and intimidation with effective coping strategies and communication skills,

individuals armed with defense and proactive tools can lessen acts of violence and the effects of harmful fallout.

To continue focusing concern and action on the occurrence of violence is to treat a symptom, offering little for the future. Focusing concern and action on alternatives to violence offers hope that those alternatives will become the behaviors of choice. Changing the environment and creating safe communities in a nonviolent and multicultural society is a proactive goal of conflict resolution education (Bodine & Crawford, 1998). Long-term changes in attitudes and behaviors constitute effective alternatives provided by conflict resolution practices.

The proposed Conflict Resolution Communication program offers a theoretical understanding and the practical experience needed to help produce effective, balanced, and flexible adults by utilizing life-long mediation skills and practicing alternative methods to reduce violence. The key link is having a body of trained people who can help people learn these skills by leading programs in schools, churches, community organizations, and public agencies. To develop such a body, programs at the community college will be needed. This proposal outlines a potential curriculum program for any community college in the Commonwealth of Virginia or across the nation to adapt and implement a Conflict Resolution Communication Program.

CHAPTER 3

Literature Review

Seal up the mouth of outrage for a while,
Till we can clear these ambiguities,
And know their spring, their head, their true descent.
And then will I be general of your woes
And lead you, even to death. Meantime forbear,
And let mischance be slave to patience,
Bring forth the parties of suspicion . . .

(William Shakespeare, "Romeo And Juliet")

The field of conflict resolution reaches into every aspect of human development and interpersonal relationships. Social interaction taking place in the home, in the workforce, and in communities can be greatly affected by the Conflict Resolution Communication Program. By providing effective communication and conflict resolution skills needed to diffuse violent altercations and differences, individuals will be able to isolate conflicting issues, understand communication patterns, and work together to resolve differences. Research studies in conflict resolution and mediation practices suggest endless possibilities to help reduce violence and to expand contributions toward a more peaceful society.

Throughout the country, many peace initiative programs stressing conflict resolution practices have contributed to the decline of violent behavior and inappropriate responses to conflict. Mediators knowing how to deal with discord or differences by

making choices beneficial to all parties will serve as model negotiators in conflict resolution education. The need or demand for effective conflict resolution programs is demonstrated through the analysis of current literature responses and their contributions to a more peaceful community.

In his 1991 paper, "Conflict Resolution Programs in Schools," mediator Morton Inger supports the establishment and implementation of school-wide conflict resolution programs as a legitimized alternative for violence and crisis management. His approach to effective conflict management still holds immediate relevance and validity to solving problems today. He legitimizes conflict resolution as a valid and effective learning tool for youths across the country. Mr. Inger also outlines the effectiveness of the program with current examples of successful collaboration and their long-range goals for the future. His approach involves two phases: 1) disputants working among themselves to settle their differences, and 2) a third impartial party or mediator helping the parties reach agreement (Inger, 1991). Inger identifies active listening, facilitates cooperation, gains acceptance of each other's differences, offers creative problem solving, simulates role-playing, and demonstrates team projects as effective techniques of solving conflicts.

"Healing is a matter of time, but it is sometimes also a matter of opportunity" (Hippocrates, *Precepts*).

The author also stresses the unique perspective that, at times, conflict can be a healthy release for all concerned. Inger believes that conflict should not be totally eliminated because it can also cause effective controversy, prevent stagnation, stimulate interest and curiosity, allowing problems and concerns to be aired (Inger,1991). As a

high school mediator, I support this view and can testify to the positive results of airing conflict openly, in a safe environment, without interruption or outbursts, and with a third party or observer present. Without the disputant's agreement to follow the guidelines of the mediation process and to actively listen to the other's side, or narration of events, conflict can easily lead to ill-will among all parties and bouts of violent behavior. Many high school students in disagreement will not hesitate to first enter into physical contact with one another, receive suspensions and expulsions for fighting on school grounds, and utilize reasoning skills as an after thought to displaying acts of violence. When parties are willing to come together and find alternative responses to their differences, leading to agreement and resolving the conflict peacefully, then, as a society, positive steps can be taken to change the pattern of negotiation and controversy. "All men have an instinct for conflict: at least, all healthy men" (Hilaire Belloc, 2000, p. 1).

Peace Education

The development and current status of peace education programs in the United States are reviewed by Marcia Johnson in her 1998 article, "Trends in Peace Education." Johnson is the Associate Director of the National Clearinghouse for U.S.-Japan Studies at Indiana University in Bloomington, Indiana. She surveys the origins of the movement by early educators in New England in the 1800's, the stigmatization of the movement as being anti-American during the cold war, and the recent development of conflict resolution practices aimed at reducing, promoting global awareness, and improving the condition of human society (Johnson, 1998). She highlights conflict resolution initiatives in mediation and interpersonal communication in developing the nature of conflict to

build effective negotiating skills. Peace education in the 1990's supports technology and global cross-cultural issues of the 1980's, but it advances cultural awareness firsthand through email communication and telecommunications.

Teaching respect and tolerance for differences with the intention of increasing mutual understanding and world peace is a primary educational focus of the current peace education movement. Simulated role-plays and improvisational games, including "The Conflict Resolution" and the "Balance of Power" games allow students to assume a variety of cultural perspectives in conflicting situations. These educational games provide students with an opportunity to assume the identities of conflicting nations to devise ways to co-exist while maintaining national security (Johnson, 1998). Practical applications and follow-up evaluations of role-plays becomes a powerful factor in applying conflict resolution processes to modern-day situations.

By role-playing members of other societies and cultures, students experience the values, beliefs, attitudes, and viewpoints of new surroundings. To become a functioning and contributing cultural participant, behavior modification and cultural morals shape and direct the cognitive process of stepping into another way of life. While taking on the role-play experience of communicating from the point of view of one living in a foreign culture, I witnessed first-hand the difficulties, the frustrations, and the obstacles blocking the expression of understanding and acceptance. The exchange of communication and tolerance for other cultures was evidenced in a graduate level intercultural communication course stressing peace education initiatives.

The "Evaluation of the Center for Peace Education Programs: 1992-1993 Final Report," authors Kmitta and Berlowitz advance the application of peace education programs in and around the urban schools in the greater Cincinnati area. Peace education serves as a preventive model for teachers and students to learn the necessary skills to resolve a conflict without resorting to violence. Safe and constructive environments promote collaboration and communication among the participants leading to improved interpersonal relationships. Kmitta and Berlowitz present a comprehensive overview of the Center for Peace Education as it serves educational programs and social justice. The authors offer analysis of mediation training, effective evaluation, and recommendations for implementation of conflict resolution procedures. Their implementation of nonviolent conflict resolution training programs serves as a national model in reducing school suspensions and expulsions by airing conflict constructively in non-violent negotiations within the community, the university setting, and in the public school systems. They point out, too, that the quality of trainers, through teacher training mediation workshops, reduces the chance of sideline conversations, and also promotes effective airing of differences or narrative story accounts of conflict by the disputants.

Inger emphasizes the need for all school districts on a national level to address conflict resolution programs, to some degree, by utilizing active participation of trained mediators and students, by including conflict resolution curriculum, and by forming peer mediation groups. He agrees with the cited authors that a direct correlation exists between the effective implementation of conflict resolution programs to a significant

decrease in violent behavior in schools. He maintains that one of the long-term benefits of this new approach includes the following statement:

> Students, teachers, and parents can arrive at a change in attitude toward conflict: they progress from seeing it as either a problem to be swept under the rug or an opening for confrontation, both of which are harmful, to seeing it as a process that defines values and leads to growth.(Inger, 1991, p.3).

Conflict resolution programs are an effective alternative to violence and constructive behavior in schools. A change in attitude toward conflict and airing differences constructively through the mediation process represents progressive measures in creating safer schools and improved learning environments. Not only do I support the author's goal of making conflict resolution part of the school program and curriculum, I also mediate student conflicts on a daily basis to make that goal a reality. The conflict resolution program at West Potomac High School in Alexandria, Virginia supports peaceful alternatives to solving differences. Students are presented with an opportunity to learn coping skills and apply effective means of communication to new behavior patterns of dealing with conflict.

Narrative Mediation

By identifying issues, utilizing narrative mediation to reframe event perspectives, listening with respect and understanding, and working towards a mutual solution, students take responsibility for their own actions. A safer learning environment becomes apparent as students learn from their mistakes. A new sense of empowerment unfolds as new attitudes and new behavior patterns emerge on campus. The end-of-year evaluation of the mediation program revealed that over fifty percent of all altercations on the

secondary level were lessened by conflict resolution practices and that most conflicts were based on rumors, lack of information, "he said-she said" statements, misunderstandings, and acts of harassment leading to control, power, and "saving-face" issues. Over the course of a lifetime, most students will adapt their new conflict learning styles to social interactions and interpersonal relationships at school, at home, in the workplace, and in the communities

The Conflict Resolution Communication Program prototype models, teaches, and incorporates the processes and problem solving skills of mediation, negotiation, and collaboration. Educator Peter Maurer promotes conflict resolution skills into his daily classroom lessons in a Detroit, Michigan public school. In his article, "Another View: School Discipline Needs New, Updated Lesson Plan", Maurer instills the viewpoint that "defiant, dangerous, and disrespectful students can literally destroy a classroom and endanger student and staff alike (Maurer, 1998, p. A 11). "It's time to set a minimum standard of acceptable human behavior and learning ability by introducing a series of conflict resolution classes, manners, stress management, peer mentoring, and etc." (Maurer, 1998, p. A 12). Students need the communication skills and the negotiation techniques that will enable them to enact effective ways of diffusing conflicts and relieving stress peacefully. More trained mediators can impact the sense of violence and promote a sense of safety in schools by facilitating conflict resolution processes, communication techniques, and problem solving skills leading to negotiation and collaboration among dissenting parties.

M. Lee Manning is a professor of Educational Curriculum and Instruction at Old Dominion University in Norfolk, Virginia. In his position paper for the Association for Childhood Education International, "Child-Centered Middle Schools", Manning emphasizes the need for young adolescents to receive an "overall educational experience in a safe, violence-free, and peaceful environment . . . that promotes cooperation, collaboration, and peaceful existence, and that is physically and psychologically safe and free from teasing, bullying, and harassment" (Manning, 2000, p. 154). In other words, a nurturing, and caring climate must surround future generations of adults who will need to rely on modeled and learned communication and mediation skills to diffuse conflicts and solve altercations peacefully. The Conflict Resolution Communication Program curriculum offers critical thinking skills and recognizes the importance of the individual within the school setting and society.

The problem solving approach to mediation presents an opportunity for students to transform their patterns of dealing with conflicts and to develop well-adjusted interpersonal relationships. Leading communication conflict specialists, Bush and Folger, state: "When empowerment of options, resources, and decision making occurs within relationships, the party experiences a greater sense of self-worth, security, self-determination, and autonomy. The party realizes and enacts his capacity to acknowledge, consider, and be concerned about others" (Wilmot & Hocker, 1998, p.150). In other words, conflicting parties have the opportunity to recognize their connectedness to a greater organic whole rather than to accept a more individualistic view as separate entities in altercations. Conflicting parties are more likely to acknowledge the other

viewpoint by 1) recognizing the other party, 2) thinking about giving recognition, 3) giving recognition through words, and 4) giving recognition through personal actions (Wilmot & Hocker, 1998).

The authors view conflict as being inter-relational and sustained by the behaviors of the disputants involved and their reactions to one another (Folger, Poole, & Stutman, 1997). Folger notes that an important opportunity exists for the conflicting parties to engage in constructive conflict management. "Before they can move to an integrative solution, parties must raise the conflict issue and spend sufficient time and energy clarifying positions, pursuing the reasons behind those positions, and acknowledging their differences" (Folger, Poole, & Stutman, 1997, p. 98). Constructive conflict resolution occurs most often when issues, emotions, and tensions are brought out through definitive mediation skills, effective communication techniques, and focused listening strategies.

The Center for Peace Education in the Cincinnati, Ohio, region has been highlighted as one of the front-runners for nonviolent and conflict resolution training in urban schools. The development of conflict resolution programs to resolve conflicts peacefully and to reduce violence in the Cincinnati public schools has served as a model for peace initiatives nationwide. Training strategies, noted strengths and weaknesses, and recommendations of the Center for Peace Education's conflict resolution programs are offered as a final evaluation summary (Kmitta & Berlowitz, 1993).

Kmitta and Berlowitz highlight the need in their report, even as early as 1993, for more training programs preparing teachers and students in conflict resolution and for

more effective resources in diminishing the numbers of out-of-school suspensions and expulsions (Kmitta & Berlowitz, 1993). Reducing the number of violent episodes in schools and addressing racial disparity through disciplinary actions and referrals were also urged in their review (Kmitta & Berlowitz, 1993). Conflict resolution and peer mediation programs have been initiated all over the country, and they exist in some form in many Fairfax County Virginia high school. Through peer mediation programs, anger management sessions, follow-up interviews for suspensions or acting out in the classroom, conflict resolution practices are enforced and directed towards helping students learn new approaches and techniques to dissipate conflict and lessen anger by creating safer school environments.

The number of violent episodes and suspensions/expulsions has risen in schools within the last three years with targeted percentage drops of 10% to 15% (Fairfax County Public Schools Target Goals, 1999-2000). Mediation programs in schools can no longer be thought of as a school commodity or an extra expense to already restricted educational budgets. The need for effective conflict collaboration training, safe school environments, conflict resolution curriculum programs, and early intervention strategies promoting peaceful negotiation and compromise in schools is warranted in full-scale planning and implementation initiatives. Current educational resources must be redesigned, targeted, and expanded to quell the senseless use of violence and apprehensive school environments existing within public school classrooms. Educational reform must providing safe havens for learning and peaceful alternatives to violence.

Kmitta and Berlowitz recommend a pilot study for conflict resolution programs integrating a qualitative and quantitative approach to collect and to analyze data and to establish basic measures to survey learning processes and outcome variables (Kmitta & Berlowitz, 2000). Discipline referrals and suspensions were collected monthly and submitted for analysis, training effects on teachers and students were administered and submitted for statistical comparisons between the two groups, and attendance data and achievement test variables were collected for the two-year periods of 1991 through 1993 (Kmitta & Berlowitz, 2000). The implementation of school-wide conflict resolution programs reduces out-of-school suspensions, trains classroom instructors, changes attitudes in school personnel and parental intervention, and creates alternative peace initiatives without the spread of violence. Trained faculty and staff in conflict resolution programs advance the comprehensive training for co-facilitations, increase the responsibilities for workshop coordination, assessments, and evaluations, and further reduce outside conversations while effectively addressing the organizing strategies of larger audiences (Kmitta & Berlowitz, 2000).

Negotiating Differences

Cooperative environments more conducive to constructive negotiation and conflict resolution processes need to be designed and implemented in all school systems nationwide. The value of this study, unfortunately, may be of more relevance today, in attempting to change the attitudes and the values of those who choose destructive and

violent measures. Creating progressive measures to implement successful negotiations within an aura of peaceful learning appears to be challenging.

Carmichael and Malague in their 1996 paper "How To Resolve Conflicts Effectively," analyze conflict resolution at community colleges by exploring conflict issues, organizational settings, role relationships, and the personal styles of conflicting parties. They make a concrete effort at establishing conflict management by identifying conflict issues through the development of dialogue and shared values. Consideration is given to fulfilling the goals of students, enhancing the educational process, and providing cooperation and support in the workplace. By understanding the elements of conflict, administrators and faculty will be able to recognize various conflict styles of competition, collaboration, compromise, accommodation, and, even, avoidance in bringing about effective negotiation and resolution (Carmichael & Malague, 1996).

Many administrators, deans, and department chairs are too often required to be problem solvers or front-line managers on college campuses throughout the country (Carmichael & Malague, 1996). Unfortunately, they have very little formal or specialized training in mediation; yet, they are expected to bring about successful results and solutions. Mandated workshops, seminars, and conferences should be made available to all administrative and newly trained staff enabling them to have a better chance to analyze the interpersonal and organizational dynamics of the conflict situation, as well as bring about productive conflict management. Support for this type of endorsement has been steadily growing as the need for mediating conflicts has reached an all-time awareness throughout the country. As a mediation coordinator in the Fairfax

Virginia Public School system, I can testify to the overwhelming need for all professionals in the educational arena to receive supplemental mediation training on the job.

The value of added conflict resolution training is also evidenced by Dr. Daniel Goleman in his groundbreaking book *Emotional Intelligence*. His teaching experience and background in behavioral and brain sciences supports the need for more professionals to be able to facilitate students to effective resolution. He states, "I can foresee a day when education will routinely include inculcating essential human competencies such as self-awareness, self-control, and empathy, and the arts of listening, resolving conflicts, and cooperation" (Goleman, 1995, p. xiv). By identifying the issues surrounding conflict, making choices, and taking responsibility for the consequences of those choices, students should be better able to apply effective problem solving techniques when needed. Goleman explores productive conflict solving through emotional self-awareness and management. He, like Carmichael and Malague, stresses the importance of expressing anger appropriately and developing positive feelings of self and community. A facilitative response to conflict management has led to more substantial conflict resolution than the authoritative approach assumed by many campus administrators. The participants take ownership or responsibility for their actions in the situation and offer possible solutions to successful negotiations.

Another successful breakthrough in conflict resolution practices focuses on the narrative mediation approach to problem-solving and effective negotiation. Winslade and Cotter developed a retelling incident technique in their article in The Negotiation

Journal, "A Narrative Approach to the Practice of Mediation." Their approach detaches the conflicting party from the emotional side of the story and allows feelings of blame and guilt to separate from the narrator's point of view. Narrative therapy has become a leading approach to problem solving in mediation. Through the application of storytelling, events, situations, and detailed responses, individual narratives are heard and acknowledged with greater clarity and understanding by conflicting parties. Mediators rely on the positive effects of narrative thinking to create and develop different perspectives by which conflict can be analyzed, comprehended, and resolved. Since conflict scenarios originate in the conceptions of individual's needs and desires, successful negotiation techniques focus on significantly satisfying and finding solutions to basic human needs (Winslade & Cotter, 1999). "Win-win" solutions involving meeting the needs of all conflicting parties become the essential element in problem solving mediation (Winslade & Cotter, 1999).

Public concerns have been raised about the neutrality and the objectivity of the mediator in problem solving conflict situations. Is it feasible for the mediator to remain value-free, outside time and space, and to abstain from bias and judgment intervention? Is the mediator serving all parties impartially and avoiding the adversarial or advocacy role (Winslade & Cotter, 1999)? Does the content in dispute and the mediation process take on the influence of a third party mediator using interpretive methods based on personal attitudes, experiences, evidence, and beliefs (Winslade & Cotter, 1999)? An experienced mediator remains impartial throughout the process and encourages the development and unfolding of key issues in a non-aggressive narrative approach. The

development of a narrative approach to mediation helps to address these issues by creating a perspective of events being shaped, and taking place within the context of larger stories, and analyzed through the power of a thematic influence of a cultural context (Winslade & Cotter, 1999).

A narrative approach to mediation allows the participants to see conflict, not stemming from dysfunctional patterns, but being created by cultural differences and personal experiences (Winslade & Cotter, 1999). By understanding and exploring the nature of inequalities, conflict is more readily understood through a narrative field, and then resolved through a practical approach to working through diversity and differences. Phyllis Kritek confirmed this negotiating perspective by outlining the approach of negotiating at uneven tables. She based her experience, perspective, inequalities, manipulation, and gender stereotypes on personal encounters in health-related fields. A sense of redefining the role of negotiation by minimizing manipulation and inequality among the participants led to successful narrative techniques of resolving professional conflicts. She offers narrative thinking presented honestly, sincerely, and collectively, balanced by varied perspectives based on first-hand perceptions and intuitions to support narrative negotiation sessions and alternative conflict solutions.

The mediator must apply successful strategies from a narrative perspective to explore the stories behind the participants' conflict situation. Alternative stories must be identified and developed through interactive dialogue, advancing non-adversarial narratives (Kritek, 1994). By inviting the participants to re-story an event within a different frame of reference, the mediator arrests the manipulation of guilt and blame

overshadowing the conflict to a new understanding of responsibility or agency by the participants for the conflicts (Kritek, 1994). Blame becomes detached from the particular party and assigned to the narrative, itself (Kritek, 1994). Both parties hear themselves and one another move away from the conflict story and toward one of understanding and mutual respect; the story-in-progress that leads to resolution and agreements (Kritek, 1994). The narrative approach of retelling the story has enabled my students to step away from the anger and hurt of conflict. They are able to concentrate on the expression of language which moves them to a fresh perspective and an agreed upon solution.

In *Negotiating At An Uneven Table*, Kritek's personal approach to working with difference and diversity, the author has added recognition and dimension to carefully working through negotiation sessions as alternative forms of conflict solutions. Her nursing background reflects narratives that are honest, sincere, and collectively balanced accounts of varied and uneven perspectives of conflicts based on first-hand perceptions and personal intuitions. She analytically and methodically outlines the development of effective negotiation skills needed to even the odds of conciliation and reduce the risk of manipulation. The value of Kritek's work is evidenced in the exploration of a middle ground by releasing pre-conceived notions and stereotypical attitudes referencing gender, age, culture, color, religion, educational background, and sexual identity. By respecting universal differences and developing a sense of tolerance at negotiation tables, a sense of fairness and empathy embraces the controlled and directed flow of misguided compromise. The acknowledgment of an "uneven table" is the first step in giving voice

and validity to all members involved in effective negotiation and communication on every level of solving conflicts peacefully.

Conflict resolution can be applied to the whole experience and a gainful understanding of the issues, the effects, and the outcomes can be observed and studied in the context of professional negotiations. I believe advancement in the negotiation process will be on the cutting edge of influencing a new direction for the bargaining process in the future. Moore and Murnighan stress the importance of global negotiation research in their article, "Alternate Models of the Future of Negotiation Research." They believe the success and implementation of new programs and peace initiatives will reshape and restructure the conflict resolution process. For example, in January 1999, the Hewlett Foundation sponsored a negotiation conference at Northwestern University focusing on three areas: (1) research in the lab vs. research in the field, (2) the use of experimental student participants vs. practicing professionals, and (3) the value of research (Moore & Murnighan,1999). Scholars and researchers examined negotiation research as it applied to conflict and dispute resolution. Two perspectives to research engaged the reductionists to argue that human behavior could best be understood by studying its elements or parts of the whole, while the holists maintained that social conflict must be studied in the total environment, as it applied to field research in the real world (Moore & Murnighan, 1999).

Moore and Murnighan also give credence to the value of using experienced negotiators over experimental participants for testing of models. Since the research goal is to understand and learn from negotiator behavior, professional negotiators in the

context of their fields would be the ideal subjects as a necessary condition for general action. (Moore & Murnighan, 1999). The findings gleaned from experienced professionals would offer greater insight and perspective into the dynamics of bringing parties together, and they would be based on tested process methods of application. However, the experienced negotiator is often times unavailable for research studies, and a reliance on students, colleagues, spouses, and friends becomes necessary (Moore & Murnighan, 1999). In this case, results may be less expensive and time consuming, and generate similar evidence substantial to the responses of the professionals (Moore & Murnighan, 1999).

The value of research as seen by the holists is measured in general terms rather than in particular application. Managing conflict effectively results from understanding the process, the people, the programs, and the policies of negotiation through knowledge (Moore & Murnighan, 1999). The reductionists rely heavily on theory to generate articulated negotiation in general terms while applying problematic characteristics to a wide array of practicing situations (Moore & Murnighan, 1999). All methods of negotiation are useful and limited, but can also benefit the complex analysis of conflict through research findings, social situations, and group interactions (Moore & Murnighan, 1999). To understand the dynamics of the conflict process, attention must be paid by researchers to the interactions among individuals in serving and resolving social situations on a global level. Understanding the sum of its parts contributes to a worldwide unity of research practices and dialogue among practitioners with various perspectives and traditions. The value of global negotiation research is verified by the

success and implementation of new programs and peace initiatives reshaping and restructuring the conflict resolution process.

Mediation Patterns and Models

Peter Brecke, a faculty mediator at the Georgia Institute of Technology, proposes a key concept in identifying patterns of violent conflict, and diffusing the situation before it results in an irreversible tragedy. In his 1998 article, "Finding Harbingers of Violent Conflict: Using Pattern Recognition to Anticipate Conflicts," his use of pre-conflict situation indicators lies in the early warning capabilities of computerized data input, including news, historical documentation, and other worldwide informational sources housed in the CAS or Conflict Alert System (Brecke, 1998). Through the examination and analysis of harbinger configuration patterns of early warning conflicts, necessary steps can be implemented and effectively applied to reducing anticipated outbreaks of violence.

Brecke highlights three methodologies for achieving the influence of conflict alerts directly based on model outcomes. The Correlational Model approach assumes that the characteristics or indicators of the political, economic, and social situation of a country are directly related to the likelihood or outbreak of a violent conflict based on the value, weight, and influence of each factor (Brecke, 1998). The Sequential Model approaches the direct relationship of the environment bringing about a specific change or explanation influencing the turn of events which could lead to a possible conflict alert (Brecke, 1998). The author effectively cites the following situation as a specific example of this model: "If the unemployment rate in a society is rising, the level of discontent

among the workers will rise. If the level of discontent is at a high level and the government drastically raises the price of bread, then violence is likely to erupt" (Brecke, 1998, p 35).

Brecke convincingly points out the importance of the timing element which can trigger or fuel tense situations and escalate the behavior of society to reflect mounting frustration and the need to be heard. He terms the cascading of events or the polarization of group or institutional dynamics as "accelerators that simulate the processes of conflict in the real world within a fast-moving computerized time sequence" (Brecke, 1998, p. 36). The model, then, through computer data input can present a pattern of conflict, and provide a conflict alert for existing situations. The final Conjunctural Model approach, which the author implements throughout the article, centers on a combination pattern of events and conditions that lead to violent conflicts (Brecke, 1998). Such investigation reflects on the international scale a type of pure research.

Therefore, depending on a country's circumstances, different conflict outcomes are based on variable dynamics of diverse conditions affecting the welfare state of the society. Certainly, factors or conflict alert system indicators can vary from one political system to another and in the degree of significance played in supporting a particular conflict outcome. The practical importance of the conflict outcome "rests with the timing warning device, the motivational and organizational capability of the event, background conditions, historical perspectives, and the early warning indicators that may induce conflict situations of a violent nature" (Brecke, 1998, p. 41). To identify pre-conflict situations, and utilize advance conflict prevention systems in de-escalating conflicts from

becoming episodes of violence, a great technological tool of computerized data information lies at the fingertips of a new century for changing the nature of conflict escalation.

The value of the Brecke's early warning pattern recognition system, in my opinion, is to be able to anticipate and identify violent conflict sequences before they occur, resulting in the saving of lives, the displacement of persons, and the implementation of peace-keeping activities. Peter Brecke has validated a piece of the conflict resolution process by helping mediators identify problem area characteristics and solutions. By formulating and coding conflict data and specific characteristics, the author's formulated negotiation patterns and models will predict possible solutions and alternatives before tragic results occur. His research will lead the way to fewer conflicts through the implementation of effective early-warning mediation strategies.

Warning Signs of Violent Behavior

Dwyer, Osher, and Warger (2000) utilize the same principle of early warning devices Brecke maintains for international conflict in identifying violent conflict characteristics for individuals before they occur. In their article, "Warning Signs of School Violence," the authors recognize the predictive behavior that is most likely to lead to violence and appropriate intervention or professional referral. The imminent warning signs indicate that certain behavior is potentially dangerous or lethal to those expressing harm to themselves or to others. These identified behaviors usually occur in a sequence of events directed in overt, hostile threats (Dwyer, Osher & Warger, 2000). The main

consideration must always be safety for the masses and immediate intervention. Early warning signs of predictive behavior that may lead to violence are identified in Figure 1.

Figure 1. Early Warning Signs of Violent Behavior

Early Warning Signs Early warning signs are used to help identify and refer individuals whose individual behavior patterns may lead to violence. The following signs are not presented in order of their seriousness in conflicts:	**Imminent Warning Signs** Imminent warning signs require an immediate response because potential danger may occur to an individual or to others. These signs may include the following:
• Social withdrawal • Excessive feelings of isolation and being alone • Excessive feelings of rejection • Being a victim of violence • Feelings of being persecuted • Low school interest and poor academic performance • Expression of violence in writings and drawings • Uncontrolled anger • Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors • History of discipline problems • History of violent and aggressive behavior • Intolerance for differences and prejudicial attitudes • Use of drugs and alcohol • Affiliation with gangs • Inappropriate access to firearms • Serious threats of violence	• Serious physical fighting with peers or family members • Severe destruction of property • Severe rage for seemingly minor reasons • Other self-injurious behaviors or threats of suicide • Threats of lethal violence • A detailed plan (time, place, and method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past • Possession and/or use of firearms and other weapons

If the pattern of behavior characteristics indicates violent acts or danger to others, then being able to identify those characteristics before harm or fatalities occurs, will enable a tracking system to be in place as an effective intervention method to future tragedies. Conflict resolution approaches and procedures will be created to track the characteristics and the development of altercations before tragic results become an irreversible reality.

CHAPTER 4

Conflict Resolution Communication Program Curriculum

Within the doctoral project, *Conflict Resolution: A Solution For Peace Through Community College Programs*, an overview of the proposal is detailed in the remaining chapters. A description and rationale for the Conflict Resolution Communication curriculum will be presented in Chapter 4, the steps and execution of a grant funding proposal will be outlined in Chapter 5, and an assessment and evaluation of effective program implementation and feedback responses by faculty, students, and the community being served will be ascertained in Chapter 6.

The Conflict Resolution Communication Program curriculum serves as an innovative prototype on the community college level offering the first associate degree with transferable options to a four-year college or university baccalaureate program, the first college-conferred certificate, and the first career studies certificate in Conflict Resolution. The diversification and variety of the career studies certificate meets the demands and needs of a changing world and may offer specialized conflict resolution core curriculums in the following fields: education, health science, business, public service technology, and human services. Not only are the specific career studies programs of career related courses designed to enhance job and life skills, retrain for career change, and/or investigate new career possibilities, but earned credit in these specialized fields may be used to meet the requirements in other certificates and degrees that require similar courses (NOVA Catalog, 1999-2000).

Students in community college conflict resolution communication programs will be afforded the skills, techniques, and strategies for working within their communities. They will experience mediation and conflict resolution practices through hands-on internship experiences. Their specific areas of interest will be expanded within the career certificate programs and will be enhanced by the quality course content in conflict resolution communication offerings. Careful alignment of conflict resolution communication courses will be interwoven with specific fields of study, thereby promoting a relevant connection between organizational conflict and conflict resolution procedures. A greater insight, recognition, and understanding of conflict, issues, emotions, power imbalances, manipulation, and problem-solving interventions will lead to the increased effectiveness of the mediation process.

Overview of Curriculum

As demonstrated by the cyclical history, origin, and development of the American junior college, community colleges support their mission by continuously offering relevant and quality programs to meet the demands of the communities they serve (Cohen, 1996). The Conflict Resolution Communication Program is a prime example of affordable, accessible, and quality education at the community college level. The program more importantly meets the current needs of society by providing more trained, certified, and degreed mediators to dissipate violence through the use of peaceful alternatives. By tapping the talents of the student population and offering conflict resolution communication curriculums, community colleges across the nation will consistently renew their established authority with the successful impact of its graduates.

Conflict resolution theory and practice represents a major turning point of alternative approaches to violence in the workplace, in the home, in the school, and in the community. Disputes often take place whenever interaction occurs between individuals or groups of people. Attention needs to focus on utilizing coping strategies, applying effective communication skills in both expressive speaking and receptive listening, identifying the issues, and exploring peaceful ways to bring about solutions and compromise to conflict. Being prepared and proficient in the business or technology worlds, or being fully trained and competent in the health fields will no longer automatically guarantee success. Rather, advanced training in conflict resolution communication programs, blended by means of simulations and role-plays in theory and practice will serve the students well in dealing with actual problem solving situations.

Communication Theory

Communication theory and conflict resolution practices act to connect conflicting parties attempting to reach a solution. Depending on different backgrounds, experience, culture, and understanding of the participants, successful communication may be blocked by different variables. They include the following: 1) People may not be talking to each other; 2) People may not be hearing each other; and 3) People misunderstand or misinterpret that which is communicated (Bodine & Crawford, 1998).

For communication theory and principles to impact on the practices of conflict resolution, effective speaking and active listening skills must be in place. Being able to acknowledge the message and ideas presented by the mediator or the disputants must first be thoroughly understood in context and rephrased with exact meaning. Maintaining

direct eye contact and positive body language helps to focus on the other person's message. Seeking additional information through open-ended questions leads to clarification of the issues directly relating to the conflict. Relying on speaking skills for understanding rather than for debate lessens the chance to demean or manipulate the other party while advancing the listening process and bringing the parties closer to the core of the problem. By separating the emotions and hurt feelings from the issues, the mediator advances the process of conflict resolution by having the parties re-story the events leading up to the situation. Communication becomes a narrative event for the participants. As a revelation to the speaker and to the audience, a story of actual events unfolds releasing feelings of blame and guilt based on cultural diversity and individual background experiences. The listener uses a more objective approach in assessing and framing the other person's message and understanding of what led up to the confrontation. The disputants acknowledge the perception of different viewpoints as they attach clarity and purpose to the other person's account of the incident. Communication is made as simple as possible for all parties to hear and comprehend as the process of conflict resolution materializes.

The Conflict Resolution Communication Program models, teaches, and incorporates the processes and problem-solving skills of mediation, negotiation, and collaboration. The impact of facilitating disputing parties to solve the problems themselves, to utilize the guidance of the neutral third party, and to find solutions to altercations, peacefully, illustrates the basic format of conflict resolution practices. In order to achieve successful collaboration, students must be skilled in listening, reasoning,

analytical thinking, reframing, empathizing, probing for more information, summarizing, and grounding the dispute. Their creativity in finding solutions or options, and being able to step into another's point of view with a sense of understanding, tolerance, and balance must be noted for effective negotiation and agreement to take place.

The benefits of conflict resolution education include the following (School Safety, 2000, p. 2):

- Support for violence prevention policies by teaching skills and processes to solve problems before they escalate to violence;
- Help for students to develop personal behavioral management skills to act responsibly in the school community and to accept the consequences of their own behavior;
- Help for students to develop the fundamental competencies of self-control, self-respect, empathy, and teamwork;
- Help for students to make a successful transition to adulthood;
- Develop cognitive skills for students necessary for high academic achievement;
- Teach students to respect others as individuals and as group members;
- Teach students how to build and maintain responsible and productive inter-group relations.

By utilizing communication theory, I developed a comprehensive conflict resolution program that includes curricula of three strands to assist students with somewhat different backgrounds and goals.

Conflict Resolution Program Models

Associate in Arts Degree

Purpose: The curriculum is designed to provide students with a communication skills, knowledge, and understanding of the mediation process, negotiation techniques, and fundamental strategies of conflict resolution. The associate degree is designed for students who plan to transfer to a four-year program in a professional school or to a college or university baccalaureate degree program in conflict resolution or mediation.

Transfer Information: Students are advised to work closely with the faculty and counseling staff for program and course matriculation and scheduling. Electives should be chosen carefully to meet requirements of transfer institutions. The responsibility for proper course selection rests with the student.

Figure 2. Associate in Arts Degree Course of Study

		Credits	
First Year		**1st Semester**	**2nd Semester**
SPD*	193 Fundamentals of Conflict Resolution	3	
SPD	193 Mediation Interviewing Process	3	
ENG	111 College Composition I	3	
____	Foreign Language (intermediate level)	3	
PSY	125 Interpersonal Relationships	3	
STD	Elective	1	
SPD	193 Mediation Agreements		3
ENG	112 College Composition II		3
___	Foreign Language		3
PED	116 Lifetime Fitness and Wellness		1
PSY	205 Personal Conflict and Crisis Management		3
SPD	110 Introduction to Speech Communication		3
	Total Credits/Semester	**16**	**16**
Second Year		**1st Semester**	**2nd Semester**
BUS	241 Business Law I	3	
SPD	293 Mediation Narration and Communication	3	
MTH	151 Math for the Liberal Arts I	3	
___	Natural Science/Lab elective	4	
___	Social Science elective	3	
* SPD = Speech and Drama			
SPD	290 Coordinated Internship		3
SPD	293 Networking Safe Communities and Schools		3

MTH	152 Math for the Liberal Arts II		3
___	Natural Science/Lab elective		4
PED/ RPK	Elective		1
	Total Credits/Semester	**16**	**14**

Total credits for the Associate in Arts Degree in Conflict Resolution = 62

The AA degree is intended to prepare students to transfer and is awarded to students for the completion of two-year curricula in Fine Arts, Liberal Arts, and Music. A portion of the AA degree is in general education credits, including foreign language to the intermediate level, and is typical of the first two years of a BA program at many institutions.

Course Rationale for the Associate Degree in Conflict Resolution

The associate degree in conflict resolution is broken down into four semesters enabling community college students to receive a well-rounded program in mediation skills and conflict resolution techniques of over sixty credits while experiencing a coordinated internship within the community. The program is interwoven with courses from at least seven other academic disciplines providing a balanced learning experience designed to transfer to a four-year college or university baccalaureate program. Courses grounded in English composition offer the basic writing and critical thinking skills needed to lay the groundwork for effective writing and supportive documentation detailing fact from opinion pieces. Using facts, details, evidence, and research skills enables students to look beyond their own perceptions, appreciate other viewpoints, and identify bias, prejudice, and stereotypes that impact on negotiation efforts. The inclusion of foreign language study reflects the great cultural diversity inherent in society today.

Mediators need to be adept in other languages in order to communicate on an equal footing with disputants from other cultures.

Classes involving interpersonal relations and crisis management in the social sciences reflect the need to understand and to recognize the dynamics of conflict in social, cultural, and personal behavior patterns. Repetitive cycles of inappropriate behavior can be controlled and diverted by identifying and understanding the underlying issues surrounding conflict. The recognition of healthy physical and social contact, the ability to apply mathematical concepts, and the perception and application of key elements in business law will help students develop in conflict resolution procedures. They will have the necessary proficiencies and adeptness at recognizing signs of client stress, burnout, and fatigue, and be able to validate illegal admonitions of client violence, abuse, or intimidation.

The overall educational transfer credits will enable the community college student to enter a four-year institution with the basic skills and competencies in their ability of interest and matriculate to a baccalaureate degree. Students who find that they need to take a little longer in choosing a career path or need more time to build a financial reserve amid family and job responsibilities will appreciate the affordable, accessible, and worthwhile educational opportunities offered to them in the conflict resolution communication program on the community college level.

The communication or speech department will house the Conflict Resolution Communication Program because effective interaction and communication among the participants is at the core of successful negotiations. Communication theory and

principles are interwoven into every aspect of mediation services, including group discussion, interviewing, narration, community networking, and completing internships or fieldwork within neighboring areas of mediation. Communication skills effectively enable the expression and transfer of thoughts and feelings within the mediation process without interruption, arguing, or the use of negative language or threats in a safe and peaceful environment. Application of the mediation process to turbulent and violent conflict situations and the examination of specific problems commonly found in conflict resolution practices are explored through communication techniques. Conflict resolution and speech communication enhance and utilize the basic skills of listening, interviewing, problem solving, group discussion, and communicating. A natural blend of effective skills and techniques in conflict resolution and speech communication are presented so the student becomes a skilled and successful mediator and conflict resolution specialist.

The associate degree in conflict resolution will enable more graduates to enter the field of conflict resolution and pursue advanced degrees on the baccalaureate level. The number of trained and degreed mediators will benefit communities through the application of their increased skills and techniques in the application of conflict resolution procedures.

Certificate in Conflict Resolution

Purpose: The certificate curriculum is designed for those students desiring communication skills and competencies in the field of conflict resolution. The program is designed to acquaint prospective mediation workers with community opportunities for

employment in the public and private sector. A required community based internship is coordinated by the college.

Several courses in the certificate program can be applied to the associate degree with transfer options to a four-year college or university baccalaureate program. Also, individuals already holding a B.A. or a B.S. degree or working in school or human services may want to enroll in the certificate program for mediation training on a smaller scale than the AA degree.

Figure 3. Conflict Resolution Certificate Course of Study

First Year		**Credits 1st Semester**	**2nd Semester**
SPD	193 Fundamentals of Conflict Resolution	3	
SPD	193 Mediation Interviewing Process	3	
ENG	111 College Composition I	3	
PSY	125 Interpersonal Relationships	3	
SPD	110 Introduction to Speech Communication	3	
STD	Elective	1	
SPD	193 Mediation Agreements		3
SPD	293 Networking Safe Communities and Schools		3
SPD	290 Coordinated Internship		3
PSY	205 Personal Conflict and Crisis Management		3
SPD	229 Intercultural Communication		3
	Total Credits/Semester	**16**	**15**

Second Year		**1st Semester**	**2nd Semester**
SPD	293 Narration Mediation and Communication	3	
SPD	290 Coordinated Internship	3	
SPD	293 Mediating at Uneven Tables	3	
___	Social Science elective	3	
	Total Credits/Semester	**12**	

Total credits for the Certificate in Conflict Resolution = 43

The requirements for these awards for completion of curricula are determined by the College faculty and are intended to meet the requirements specified by the VCCS, the Southern Association of Colleges and Schools, and the faculty of the College. The certificate is awarded for the completion of a one-year curriculum. The Conflict Resolution Communication Certificate Program prepares students for a specific job or aspect of a mediation job in the community, industry, or education on a smaller level than the two-year AA degree.

Rationale for the Conflict Resolution Communication Program Certificate

The community college conferred certificate in the Conflict Resolution Communication Program is the ideal course of study for those students wishing to become acquainted with mediation skills and techniques within a timeframe of 1 ½ years. Students may desire more information in the field of conflict resolution without pursuing advanced degrees in mediation studies. Most courses in this certificate are, however, applicable to the associate degree that remains transferable to a four-year college or university baccalaureate program. The Conflict Resolution Communication certificate is most likely to appeal to students who wish to receive a college-conferred certificate quickly without investing the time or funds committed to the pursuit of an associate degree.

Communities, schools, businesses, social service agencies, local justice programs, and state operated facilities will reap the benefits of trained certificate holding mediators. By broadening the scope and appreciation of mediation education, certificate holders are better able to apply their course of study to emerging patterns of conflict and

inappropriate acts of behavior threatening the safety of communities. Three other academic disciplines enhance the certificate program in Basic English, psychology, and social sciences. The main thrust of mediation education on the certificate level is to acquaint the student with the basic conflict resolution applications and practices in preparation for working through altercations and de-escalating conflict.

The focus of the certificate program highlights the course offerings in conflict resolution over the number of educational course requirements found in the associate degree program. The addition of courses in *Intercultural Communication* and *Mediating at Uneven Tables* affords the student of conflict resolution an awareness of the effects of cultural diversity on communication and the application of effective procedures for negotiating in the presence of status, power, and manipulation factors.

Career Studies Certificate in Conflict Resolution

Purpose: The curriculum is designed to prepare persons seeking employment in the field of mediation and conflict resolution and those presently employed in educational services who desire to update or expand their knowledge for further endorsements or career change, who wish to develop life skills, or to facilitate the investigation of career possibilities. Students will be provided with a high degree of conflict resolution communication skills and competencies in the processes of mediation and negotiation techniques.

Completion Requirements: A grade of C or better in every course is required because it is often necessary for the successful transfer of course credits.

Figure 4. Conflict Resolution Career Studies Certificate Course of Study

First Year		**Credits 1st Semester**	**2nd Semester**
SPD	193 Fundamentals of Conflict Resolution	3	
SPD	193 Mediation Interviewing Process or	3	
SPD	115 Small Group Communication		
PSY	125 Interpersonal Relationships	3	

SPD	110 Introduction to Speech Communication	3	
STD	Elective	1	
SPD	193 Mediation Agreements		3
SPD	293 Networking Safe Communities and Schools		3
SPD	298 Seminar and Project		3
PSY	205 Personal Conflict and Crisis Management		3
SPD	229 Intercultural Communication		3
	Total Credits/Semester	**13**	**15**

Total credits for the career studies certificate in Conflict Resolution for Teachers = 28

A career studies certificate is awarded for a program of study of less than one year and designed to meet training needs that must be accomplished in a short period of time. The Conflict Resolution Career Studies Certificate consists primarily of courses required for the Conflict Resolution Certificate. The program outlined here is designed for school employees. Career studies certificates can also be introduced and expanded as specialized conflict resolution core curriculums in the following fields: health science, business, public service technology, and human services.

Rationale for the Conflict Resolution Communication Program Career Studies Certificate

The career studies certificate in the Conflict Resolution Communication Program is intended for those who seek professional development or expanded knowledge in new or related areas of mediation education. The career studies certificate in conflict resolution offers an affordable and accessible means for teachers, counselors, administrators, special needs personnel, social workers, and staff members to learn more about conflict resolution programs and how to implement them in schools. This

specialized program emphasizes the extended areas of learning for those who have previous degrees or who wish to further their educational development in professional fields. By pursuing the career studies certificate in conflict resolution, education and teaching professionals will receive further endorsements in the conflict resolution/mediation subject competency by the Department of Education for the Commonwealth of Virginia.

This one-year course of study incorporates full immersion of conflict resolution practices and procedures. The inclusion of two psychology courses, *Interpersonal Relationships* and *Personal Conflict and Crisis Management*, fits well within the scope of understanding relationships and how to handle differences as they affect altercations and escalate conflicts. The career studies certificate in conflict resolution offers an affordable and accessible means for teachers, counselors, administrators, special needs personnel, social workers, and staff members to learn more about conflict resolution programs and how to implement them in schools.

Conflict Resolution Communication Program courses combine conflict resolution techniques with communication skills to enable the trained mediator to facilitate negotiations effectively between disputing parties. Whether studying the basic principles of mediation in the *Fundamentals of Conflict Resolution* course, conducting detailed interviews in the *Mediation Interviewing* course, exploring a support network of agencies involved in community mediation in *Networking Safe Communities and Schools* course, learning how to re-frame events which lead to conflict in the *Mediation Narration and Communication* course, understanding the effects of power, status, and control over

negotiation procedures in the *Mediating at Uneven Tables* course, or preparing and drafting final agreements in the *Mediation Agreements* course, students learn the basics of conflict resolution.

Suggested courses offered in the Conflict Resolution Communication Program are outlined in the course descriptions and appear in Appendix A. Existing general education courses appear in Appendix B. Course summaries are fully presented in Appendix C. Class syllabi, including the course objectives, class schedules, and course outlines are available for the one and two-year implementation of the Conflict Resolution Communication Program on the community college level in Appendix D.

Program Development Continuum

The Conflict Resolution Communication Program addresses ways to diffuse anticipated conflicts on many levels. The development, implementation, and continuance of educational mediation programs must embrace the belief that conflicts can be resolved peacefully (Bodine & Crawford, 1998). A comprehensive Conflict Resolution Communication Program enables the mediation trainee to learn and to complete the following discernible stages along a program development continuum: 1) Assess the need for a conflict resolution communication program in the community and in society; 2) Develop an awareness of the program and educational potentials; 3) Develop a strategic plan for implementation; 4) Hire instructors; 5) Implement program by offering three levels of instruction, including the following: transferable associate degree,

certificate, and career studies certificate in conflict resolution; 6) Evaluate the results of the program; and 7) Improve the program through assessment findings and feedback data.

Implementation of Conflict Resolution Communication Program Timeline

The following chart presents a prototype for the implementation of the Conflict Resolution Communication Program time line reflecting the potentiality of a mediation program on the community college level. Initial implementation of the time line for the Conflict Resolution Communication Program includes several phases of planning and educational development. A curriculum advisory committee must be formed, comprised of at least five professionals in the field, before an associate degree or a certificate can be proposed to the State Community College Board for Virginia. A two-year study will reflect the realistic execution of the program with data collection, analysis, and recommendations for program improvement and expansion. The groundwork will be laid for a more detailed three to five-year study which will demonstrate wide-ranging feedback with greater long-term results.

Figure 5. Conflict Resolution Communication Program Timeline

		Target Date
Phase One:		
	Design and Plan Program	_____
	Conduct Needs Assessment:	_____
	Research the Need for Alternative Programs Addressing the De-escalation of Conflict, Crime Statistics, Schools-Related Altercations, and Community Violence	
	Develop Program Goals and Objectives	_____
	Establish Curriculum Content on the Community College Level. For transfer degree, this means seeing what senior institutions will take. For certificates, it means a DACUM or other in-depth needs assessment showing that jobs exist for graduates that they would not be eligible for otherwise.	_____
	Develop Three College Conferred Conflict Resolution Communications Programs	_____
	Associate Degree	_____
	Certificate	_____
	Career Studies Certificate	_____
	Design Individual Conflict Resolution Communication Courses:	_____
	Choose Educational Components and Transfer Credits Write Course Descriptions, Course Summaries, and Syllabi for Conflict Resolution Communication Program Curriculum Establish Advisory Committee Gain Approval of College Committees, leadership and local board; have courses approved by the VCCS.	_____
Phase Two		
	Develop Faculty and Program Staff	_____
	Hire and Train Faculty	_____
	Provide Training Seminars, Conferences, Problem Solving Symposiums, On-line Conferencing, and	_____

	Community Sponsored Discussions Related to Mediation Activities, Resolutions,and Negotiation Patterns	
	Hire and Train Support Staff	_____
	Project Director (Full-time)	_____
	Administrative Assistant (Full-time)	_____
	Statistician (Part-time)	_____
	Secretary (Part-time)	_____
	Adjuncts (Part-time)	_____
	Two Teaching Faculty in Year One Four Teaching Faculty in Year Two	
Phase Three		
	Identify and Develop Funding Sources	_____
	Search the Internet to Locate Foundation Donor Agents and Corporation Funding Grants Supporting Conflict Resolution Programs:	_____
	Create Specific Cover Letter Introductions and Grant Request Funding Packets Addressed to Each Possible Funding Source	_____
	Include an Executive Summary	_____
	Statement of Need	_____
	Project Description	_____
	Budget Summary	_____
Phase Four		
	Identify and Develop an Assessment Process for the Conflict Resolution Communication Program	
	Define the Evaluation Objectives for the Conflict Resolution Communication Program	_____
	Identify the Target Population	_____
	Needs and Receptiveness of the Students to the Program	_____

Percentage of Students Completing the Program	_____
Percentage of Program Trained Mediators Working in Mediation-Related Community Services	_____
Formulate Baseline Evaluation Processes	_____
Formulate Evaluation Instruments and Surveys	_____
Personal Interviews	_____
Focus Groups Employers	_____
Participant Observations	_____
Formulate Process Evaluation Instruments	_____
Formulate Impact Evaluation Instruments	_____
Formulate Outcome Evaluation Instruments	_____

Northern Virginia Community College (NOVA) is exemplified throughout this proposal as a prime example of a community college with the capabilities to meet the needs of those individuals interested in pursuing mediation and communication techniques embedded within the Conflict Resolution Communication Program prototype. The development, approval, modification, and evaluation of the Conflict Resolution Communication curriculum, including credit courses, certificates, and degrees follows the basic procedures for approval and implementation of new programs required by college constituencies in the revised edition of the Northern Virginia Community College Curriculum Procedures Manual (1998). Curriculum

responsibilities, actions, and approvals are enforced by the following college agencies:

NVCC College Board

The NVCC College Board reviews all proposed new and discontinued programs. The Curriculum and Community Relations Committee of the Board considers matters pertaining to instructional programs, curriculum advisory committees and community service programs.

College Administration

The Dean of Academic and Student Services is the college's chief academic officer. The Associate Dean for Curriculum & Enrollment Services is the curricular staff officer responsible for the coordination of curricula, and course and program development. The Curriculum Committee is responsible for reviewing all curricular proposals which are then forwarded to the President and the Administrative Council for review and approval.

Campus Administration

The provost is the chief academic officer of the local campus and as such is responsible for the approval and implementation of the programs of instruction. All proposals for new curricula that are forwarded to the Curriculum Committee must be sent through the responsible division chair and provost.

Virginia Community College System

The Virginia Community College System (VCCS) is part of the state system of higher education which is coordinated by the State Council of Higher Education for Virginia (SCHEV). Proposals for new degrees must be approved by SCHEV, which also requires periodic evaluation of all programs and assessment of student learning. SCHEV also promotes articulation among VCCS institutions and senior institutions in Virginia.

Curriculum Advisory Committees

Comprised of local committees serving as a subset of VCCS.

Academic Services and Research

Academic Services and Research is the unit of the VCCS central office which deals with system-wide review of curricula. The director of Educational Planning maintains the Master Course File (MCF), which is

an on-line list of all courses approved for current use by any VCCS institution. Serves as a subset of VCCS.

Advisory Committee of Deans and Provosts
The VCCS Course Community College Sub-Committee reviews proposals for new and revised courses. The Curricular Issues Committee may make recommendations that can affect NVCC's curriculum.

Southern Association of Colleges and Schools (SACS)
NVCC is accredited by SACS. The college must adhere to requirements for educational programs and faculty qualifications.

Figure 6. Required Review and Approval of Courses (Northern Virginia Community College Curriculum Procedures Manual, 1998)

NEW AND REVISED COURSE APPROVAL

COURSE CONTENT SUMMARY REQUIRED
No course will be added or retained in the *NVCC Catalog* or Course Dictionary unless a current course content summary is on file in the office of the Associate Dean for Curriculum & Enrollment Services.

COORDINATION REQUIRED FOR MULTI-CAMPUS DISCIPLINES
NVCC 200-5 Intercampus Coordination Forms must be submitted for any multi-campus discipline proposal. The originating division chair is responsible for requesting comments via NVCC 200-5 forms from all division chairs with responsibility.

	APPROVAL(A) / REVIEW(R) REQUIRED BY					
	Faculty Cluster	Division Chair(s)*	Associate Dean C & E Svcs	Curriculum Committee	Administrative Council	VCCS
New Courses to NVCC and VCCS (not in State Curriculum Guide	A	A	R	A	A	A
New Courses to NVCC (in State Curriculum Guide), required for a program(s)	A	A	A			
New Courses to NVCC (in State Curriculum Guide), as electives for a program(s)	A	A	A			
New Courses to NVCC (in State Curriculum Guide) for New Programs	A	A	R	A	A	
Revision to Course Description or Credit currently or previously in *NVCC Catalog*	A	A	R	R	A	A
Revised Course Content Summary Currently or Previously in *NVCC Catalog*	A	A	A			

Figure 7. Curriculum Approval

Required Review and Approval									
KEY: R = Review/Recommend A = Approve Rep = Reported To	Courses New to the VCCS	New Career Studies Certifs	New Certificates	New Types of Degrees (AA,AS,AAA, AAS)	New Degree Programs		Majors	Specializations
					AA or AS	AAA or AAS		
LOCAL LEVEL								
Curriculum Advisory Committee (applies only to O/T programs)	R	R	R	R			R	R	R
Faculty Cluster	R	R	R	R	R	R	R	R	R
Curriculum Committee	R	R	R	R	R	R	R	R	R
Administrative Council	A	A	A	A	A	A	A	A	A
NVCC Board		A	A	A	A	A	A	A	A
STATE LEVEL									
			Currently Offered in VCCS	New to VCCS					
VCCS Instructional Programs Staff	A	Rep	R	R	R	R	R	R	Rep
Chancellor		Rep	A	A	A	A	A	A	Rep
Curriculum & Program Committee, SBCC		Rep	Rep	R	R	R	R	R	Rep
State Board for Community Colleges		Rep	Rep	A	A	A	A	A	Rep
SCHEV						A	A	Rep	

Standards for the evaluation of the Conflict Resolution Communication Program prototype will follow guidelines for implementation of new programs, including the identification and description of program goals and objectives, student outcomes, curriculum development, faculty and instruction, resources, and administration requirements.

Rationale for Implementation of the Time Line

The Conflict Resolution Communication Program time line ensures and enhances the continued growth of the new core curriculum. It also provides a manageable sequence of events for the many procedures and directions needed for the realization and execution of conflict resolution on the community college level. Designing, implementing, and operating a comprehensive conflict resolution education program can be accomplished through the five stages of development.

The first phase deals with the Conflict Resolution Communication Program design, plan, and procedures. After determining the community interest for the program and identifying the goals and objectives of the study, administrative attention can be placed on establishing the content curriculum on the community college level. The head of the program with the guidance of the associate dean of curriculum will create the three community college programs of study in the Conflict Resolution Communication Program, including the associate degree, the certificate, and the career studies certificate, establishing the diversity, depth, and structure of the program in meeting the varied needs of the target population within the community. The core curriculum encompasses areas

of conflict resolution education while embedding transfer credit courses from other academic disciplines within the scope of the program.

When implemented, the Conflict Resolution Communication Program must demonstrate the potential to meet productivity requirements. The program would be expected to generate at least 15 FTES after three years minus the career studies certificate students whose expectations include enhancing or expanding their previous undergraduate educational training. Since the career studies certificate and the certificate in the Conflict Resolution Communication Program contribute to the productivity of this program and to the productivity of the major, respectively, they will be measured as part of the AA degree. SCHEV/VCCS calculates FTES by counting all credit generated by program placed students and dividing by 15. NVCC calculates FTES by counting credits generated in a discipline and dividing by 15 ((Northern Virginia Community College Curriculum Procedures Manual, 1998). Until recently, SCHEV required that AA and AS programs produce 10 graduates per year averaged over a 5-year period. That is no longer the case. Faculty who teach in a transfer discipline must have a master's degree with 18 semester hours in that particular teaching field. There are no longer space requirements since SHEV abandoned the number of square feet required per class, but any special facilities or equipment considerations must be noted in curricular proposals. Individual programs are not publicized with the exception of small curriculum cards that can be mailed to people who make program inquiries or attend college fairs and other events. Faculty may do some publicity if they wish but all materials must be approved by the public relations office.

During phase two of the Conflict Resolution Communication Program, part-time staff, including a statistician and secretary are hired to maintain records, correspondence, financial budgets, and evaluation results. Part-time staff could be shared with other departments and compensated for the same type of workload. If funds allow; this is more likely to happen through the community college Continuing Education Department. The sharing arrangement must be approved by the human resource department to comply with regulations regarding how many hours a part-time employee can work without receiving benefits. Within the two-year time frame, up to four adjunct faculty members are hired by different people at different campuses. A division chair is generally in charge of the hiring process although they may be contacted and supervised by a program head or assistant division chair. Sometimes, faculty members serving as program heads will be reassigned a small amount of time to take on administrative duties. Training seminars, conferences, problem solving sessions, symposiums, on-line conferencing, and community-sponsored activities relating to the mediation process are made available by the administrative staff to the faculty. A full-time project director and administrative assistant oversee and implement the mechanics of the program. Part-time staff, including a statistician and secretary are also hired to maintain records, correspondence, financial budgets, and evaluation results.

Phase three of the Conflict Resolution Communication Time Line identifies possible funding donors and corporate sponsors committed to advancing conflict resolution practices. Templates for cover letter applications and grant request funding packets are drafted and completed by the program head in cooperation with the Grants

Director. An executive summary, statement of need, project description, and estimated budget summary are included in this stage of program development.

Identification and development of assessment instruments, evaluation results, and target population data comprise the fourth and final phase of the prototype program. Collected information includes: 1) the percentage of students completing individual programs in conflict resolution and transferring to four-year baccalaureate programs on the college and university levels; 2) the number of trained mediators on the community college level working in mediation related community services, including areas of employment in education, business, health related fields, and court appointed family and parental counseling programs; and 3) baseline statistical findings from process, impact, and outcome studies reflecting the incorporation of personal interviews, focus groups, and participant observations. These statistics and follow-up results provide baseline evidence and incorporation of program outcomes for comparable evaluations to be measured against in subsequent years.

CHAPTER 5

Grant Funding Proposal

The Conflict Resolution Communication Program needs the consistent and renewable support by grant funding donors who sponsor greater public outlets for training more mediators. The sharing of a common vision and community-based goals between the grant providers and the community colleges helps to bridge the successful implementation of the program into a viable reality. Reducing the escalation of violence, creating alternatives to violence, and exploring the reasons and origins of violence provide a lifetime of coping skills, listening techniques, and practical communication theories needed by communities to handle differences effectively and reduce tensions. By providing endowments, grants, or financial support for conflict resolution education, program donors provide endless possibilities and contributions towards a more peaceful society.

A great deal of research, time, effort, determination, and resilience are continuously invested in finding the right match between the initial funding of the Conflict Resolution Communication Program and the prospective corporate and foundation donors. Seeking the right balance between the nonprofit organization and the donor sponsor needs to be harmonious, while enhancing each other's mission. The success of this nonprofit educational curriculum program depends on the financial resources provided through grant awards in partnering new ideas with the dollars needed

to implement them. A realistic approach of searching out several contributors in the field of conflict resolution and applying for substantial and lesser funding enables the donor researcher to enlist a network of significant funding agents who support the execution and evaluation goals of this type of program. Most community colleges will not start a program they cannot run without outside funding. Grant sponsorship would just improve the program.

The design, development, implementation, and assessment findings of the Conflict Resolution Communication Program at NOVA or any participating community college offering the associate degree, certificate, and career studies certificate should reinforce the overall direction and need of the grant funding organization. By finding and utilizing peaceful means to diffuse conflicts, a greater percentage of returning adult learners, minority students, and those seeking advanced certification and degrees (Cohen, 1996), will contribute to workforce development in this country. The effects of accessible and affordable conflict resolution training will be felt in the maintenance and reduction of solving conflicts peacefully by producing more trained, degreed, and certified mediators. Northern Virginia Community College serves as a prospective example for implementation of the Conflict Resolution Communication Program prototype with necessary funding requirements.

Funding Considerations

Grant support will be determined by the strong academic contribution and commitment to the improvement of conflict resolution practices. The program's curriculum strengthens and enhances the practitioner to develop effective mediation

techniques and apply constructive conflict resolution strategies to conflict and problem-solving sessions. New ways of analyzing and studying conflict on the community college level will result in stronger community relations and a significant increase in the number of trained, certified, and degree-holding mediators, receiving a certificate or an associate degree in Conflict Resolution. Perhaps, community colleges will offer accessible and affordable Conflict Resolution Communication Programs across the country, and lend their authority to reduce, and diminish national and community conflicts using alternative mediation efforts, peacefully.

Possible cooperating institutions to initiate the Conflict Resolution Communication Program at Northern Virginia Community College, to expand the curriculum program throughout the Commonwealth of Virginia, and to implement the program throughout the country include the following:

- The National Center for Community College Education,
  George Mason University;
- The Communication Department,
  George Mason University;
- Northern Virginia Community College;

Possible sources for program grant funding donors include the following:

- Carnegie Corporation of New York—International Peace and Security;
- Ford Foundation—Peace and Social Justice;
- Guggenheim Foundation—Dissertation Fellowship;
- Guggenheim Foundation—Research Grants;

- Hewlett Foundation—Grants Program-Conflict Resolution;
- MacArthur Foundation—Research and Writing Grants for Individuals;
- MacArthur Foundation Program: Peace and Security Dissertation Fellowship;
- United States Institute of Peace—Solicited Grants Program;
- United States—Unsolicited Grants.

Individualized letters of inquiry containing a brief statement of need for funding and a grant program information packet are included by the program director within Appendices E and F of this doctoral project. Once the prospective sponsor determines whether the Conflict Resolution Communication Program falls within the donor's specific area of interest, or warrants further consideration as a special project, further documentation is presented in the form of a formal application proposal. The following sections highlighted in the grant funding proposal serve as a template for possible funding sources.

Executive Summary

Over the past several years, conflict resolution has taken on significant importance as an alternative method to solving conflicts peacefully in the United States and around the world. Patterns of negative behavior and outbursts of deep-seated anger and turmoil have erupted in frantic demonstrations of random shootings, ruthless acts of school brutality and deaths, senseless bombings, and indifference to human life. A cycle of unprecedented violence has befallen communities, houses of worship, classrooms, playgrounds, and day-care centers, throughout this country, in repeated attempts to

unravel the fabric of American society and jeopardize its democratic existence. The problem persists for many within the culture to escalate conflicts without benefiting from mediating differences, identifying issues, and applying problem-solving solutions. Too few certified or degree mediators and too few affordable and accessible conflict resolution programs exist across the nation to quell surmounting conflict situations and to make a measurable mark on managing and diffusing anger evident in disruptive and inappropriate forms of behavior.

In a time when Americans fear crime and violent behavior, most citizens make their right to personal safety a top political priority across the country (The Economist, 1996). Community colleges have a unique opportunity to introduce programs for training people and to implement alternative forms of peaceful negotiation. By contributing a significant number of certified and degreed mediators through conflict resolution program implementation, community colleges can help communities meet their needs for working on solutions to these fears.

Statement Of Need

The implementation of the Conflict Resolution Communications Program fulfills the needs of communities throughout the nation by providing affordable alternatives to litigation. Mediation services in the areas of family dispute, divorce, parenting, business, government, educational conflicts, contract negotiations, and community policing will be made conveniently accessible. The advancement and promotion of effective coping strategies, listening skills, and mediation teaching techniques, resulting in peaceful solutions will become the mainstay for understanding the origin and the resolution of

conflict. By mastering life-long communication skills, the certified or degreed conflict resolution specialist helps communities, courts, students, parents, employers, employees, educators, and those in need of alternative mediation services handle conflicts constructively and appropriately, without violence. Communities will be better able to acknowledge, legitimize, understand, and resolve differences in a time of rapid change and growth. Also, community acceptance of situations invested in cultural and social diversity leads to greater tolerance and harmony throughout the nation by exposing community conflicts to the expertise and experience of professionally trained conflict analysts. These mediators are trained, certified, and degreed at the community college level.

John Mintz, writing in The Economist agrees with the possibility of cyclical crime patterns occurring in the 1990s as evidenced in the 1980 decade. "Even though the incarceration of more prisoners indicates a long-term reversal of rising crime, a cyclical pattern of falling crime rates in the early 1980's was replaced by an increase in crime rates in the late 1980's, concurrently with a spiraling prison population" (The Economist, 1996, p. 4). The author concurs with crime statistics expert, James Fox, at Northeastern University, that another crime wave may be in the future due to the rise of the teen population. They anticipate two major factors spiraling the crime rates, once again. The prison population is currently 2 million more than it was a decade ago. "With the expected release of hundreds of thousands of prison inmates, and the projection in the number of teenage males rising by 15 percent in the next six years, another crime wave may be inevitable" (Mintz, 2000, p.A02).

The National Education Association1993, reported the following alarming statistics: 1) 100,000 students took guns to schools; 2) 160,000 students skipped classes because they feared physical harm; 3) 40 students were hurt or killed by firearms; 4) 260 students were physically assaulted; and 5) 6,250 teachers were threatened with bodily injury or harm (Time, January 25, 1993, p.1). Over the 5-year period from 1993 to 1997, the United States Department of Justice points out that teachers were victims of 1,771,000 nonfatal crimes at school; this includes 1,114,000 thefts and 657,000 violent crimes including rape or sexual assault, robbery, and aggravated and simple assault. These statistics translate into 84 crimes per 1,000 teachers per year (USDOJ, 2000, May 17, p. 58). See Appendix K.

In 1995 and 1997, about 7 to 8 percent of students reported that while they were on school property, they were being threatened or injured with a weapon such as a gun, a knife, or a club. In 1997, the United States Department of Justice reported that students ages 12 through 18 were victims of about 201,000 serious violent crimes at school, including the following: rape, sexual assault, robbery, and aggravated assault. They were victims of more than 2.7 million total crimes at school (USDOJ, 2000, p.38). See Appendix L. Statistics also indicated, as reported by the National Center for Injury Prevention and Control and the Statistical Abstract of the U.S. in 1999, that between 1994 and 1998: 1) 173 violent deaths occurred in schools across the nation; 2) 50% of children ages 9 to 17 were worried about dying young; and 3) 31% of children ages 12 to 17 knew someone their age who carried a gun (Time, May 3, 1999, p.1).

Project Description

The culmination and implementation of affordable and accessible conflict resolution communication programs need to manifest themselves firmly in the Commonwealth of Virginia as alternative certification and degree programs with matriculating and transferable options to a baccalaureate degree at four-year colleges and universities. These programs on the community college level are needed to train more mediators with greater accessibility and affordability in conflict resolution practices. Community colleges in the Commonwealth of Virginia can play a significant role in lessening violent and inappropriate behavior in conflict situations by contributing the skills and expertise of trained, certified, and degree-holding community college graduates in the field of mediation. Community colleges offering the Conflict Resolution Communication Program provide an opportunity for a substantial post-secondary student population to be awarded certificates and approved degrees in conflict resolution. These students have the option to transfer to a baccalaureate degree program at a four-year college or university in conflict resolution if they choose to expand their academic career.

The results of referenced survey instruments will produce a collection of student, community, and faculty interest data, which will provide valuable feedback for determining conflict resolution educational goals and address professional needs. The confirmability of credit course offerings and the assessment of research data based on the development of the Conflict Resolution Communication Program will firmly establish the initial implementation of this curriculum at NOVA. Hopefully, the existing and established Conflict Resolution Communication Program with appropriate funding will

be offered to the other twenty-two community colleges in the Commonwealth of Virginia, and, then, to all remaining out-of-state community colleges across the nation.

Post-secondary institutions, once again, will strengthen their authoritative role in meeting the needs of the community by supplying certified, and degree-holding mediators to contribute their expertise and training to help maintain, and diffuse conflicts peacefully while promoting the use of effective coping and listening skills throughout society. The retirement of baby boomers has produced an imminent need for more teachers and educators in schools throughout the country. By tapping into the wealth of their experience, knowledge, and teaching techniques, the Conflict Resolution Communication Program has the potential to lure many degreed professionals back to college to secure a career studies certificate and re-enter the classroom as educational mediators. Counties, municipalities, and states might need individuals holding associate degrees in conflict resolution to work with social workers and detention center programs while certificate holders can feed into community mediation centers. The potential will exist for four-year colleges and universities to accept more students with associate degrees in conflict resolution into their existing and expanding baccalaureate programs in conflict resolution. The prospective for an alternative curriculum program to violence may become a reality for the first time in the history and development of the community college.

Budget Summary

The estimated budget for implementing the Conflict Resolution Communication Program at the NOVA Manassas campus for a one and a two-year program, including a

follow-up assessment is addressed below. This allows for implementation of the program on one NOVA campus with two faculty members teaching nine courses each in three semesters and four faculty members teaching thirty-six courses in three semesters, respectively. Indirect costs including space costs, office and classroom rent, janitorial services, and the use of utilities are considered in-kind contributions by the participating college. Donor sponsors are asked to consider the merits of the program, the benefits to the community, and the overall contributions to the nation in supporting alternative solutions to violent behavior.

Figure 8. **Proposed Budget Program**

		Total (One-Year Program)	Total Requested (Two-Year Program)
Total This Grant		**$ 196,426.00**	**$ 381,252.00**
1.	**PERSONNEL**	**$ 181,584.00**	**$ 363,168.00**
	A. Salaries and Wages	**$ 144,750.00**	**$ 289,500.00**
	B. Fringe Benefits	**$ 36,834.00**	**$ 73,668.00**
11.	**NON-PERSONNEL**	**$ 14,842.00**	**$ 18,084.00**
	A. Purchase of Equipment	**$ 5,800.00**	**$ ----------**
	B. Consumable Supplies	**$ 1,762.00**	**$ 3,524.00**
	C. Travel	**$ 5,300.00**	**$ 10,600.00**
	D. Other Costs	**$ 1,980.00**	**$ 3,960.00**

BUDGET DETAIL

	First Year Total (One-Year Program)	Total Requested (Two-Year Program)
Total Program	**$ 196,426.00**	**$ 381,252.00**

		Requested for one-year	Requested for two years
1.	**Personnel**	**$144,750.00**	**$ 289,500.00**
A.	**Salaries & Wages**		
(1)	**Proj. Dir. @**	**$ 65,000.00**	**$ 130,000.00**
(2)	**Adm. Asst.@**	**$ 30,000.00**	**$ 60,000.00**
(3)	**Statistician@**	**$ 6,750.00**	**$ 13,500.00**
(4)	**Secretary@**	**$ 25,000.00**	**$ 50,000.00**
(5)	**Adjuncts@**	**$ 18,000.00**	**$ 36,000.00**
B.	**Fringe Benefits (SUI, Workers' Comp. Policy, FICA, Health Ins.)**		
	Proj.Director	**$ 18,200.00**	**$ 36,400.00**
	Administrative Assistant	**$ 8,400.00**	**$ 16,800.00**
	Secretary	**$ 7,000.00**	**$ 14,000.00**
		FICA	
	Adjuncts	**$ 2,352.00**	**$ 4,704.00**
	Statistician	**$ 882.00**	**$ 1,764.00**

II. Non-Personnel

A. Space Costs (In-Kind Contribution)

B. Purchase of Equipment

Desks (2)	**$ 600.00**
Chairs (4)	**$ 300.00**
File Cabinets (2)	**$ 800.00**
Computers (2)	**$ 3,000.00**
Printers (2)	**$ 400.00**
Fax (1)	**$ 200.00**
Phones (2)	**$ 200.00**
Copying machine (1)	**$ 300.00**

A.	**Consumable Supplies**		
	Desk top supplies	**$ 812.00**	**$ 1,624.00**
	100 reams copy paper	**$ 500.00**	**$ 1,000.00**
	Food (Conferences)	**$ 450.00**	**$ 900.00**
A.	**Travel**		
B.	**Local mileage/**	**$ 300.00**	**$ 600.00**
	Project Director Travel Expenses	**$ 5,000.00**	**$ 10,000.00**
	Other Costs Postage	**$ 1,980.00**	**$ 3,960.00**

Proposed Budget Rationale for the Conflict Resolution Communication Program

The proposed budget summary for the Conflict Resolution Communication Program is formulated on a one and a two-year time frame to allow for program evaluation and data collection to be analyzed during the second year. The program

ideally needs three to five years of instruction and program implementation to be fully assessed and to be recommended for grant renewal funding. However, the one and two-year proposed operating budgets provide a realistic and approachable funding prototype for grant donor sponsors and offer a fairly accurate assessment for full-length implementation. The one-year program targets an estimated student population of nearly 250 with an estimated growth of nearly 50 percent during the second year. The number of students included in the pilot study is directly relational to the funds available for teaching faculty and student demand. More available funding will enable the community college to hire more teachers, offer more classes, and increase the number of students participating in the Conflict Resolution Communication Program.

The conservative budget provides for only two full-time employees, including the project director and the administrative assistant. Their roles are viewed as essential in the design, planning, and implementation of the program. A part-time secretary, statistician, and two adjunct teachers complete the personnel breakdown. The need for the part-time statistician is based on the evaluation instruments that will need to be compiled and compared to baseline information in ascertaining the rationale for the continuance of the program. The fringe benefits for the five employees are mandated by law and comprise about 19 percent of the total budget. Non-personnel costs of the program reflect many initial equipment costs in the first year followed by expansion. Consumable supplies and travel expenses extend into the second and third years of

the program. Non-personnel costs cover about 7 percent of the total operational budget.

Summary

The development, implementation, and assessment of the Conflict Resolution Communication Program will enable a substantial segment of the population at the community college level to lend their talents and abilities to dissipate violence by employing effective conflict resolution techniques. Implications for research in the area of conflict resolution education programs offering certificates, and an associate degree on the community college level are limitless. The advancement and promotion of Conflict Resolution Communication Programs offer exceptional possibilities for the further design and implementation of curriculum programs in countless areas of study: family, educational, business, government, divorce, environmental, public policy, and community mediation.

A baseline evaluation and follow-up analysis of the Conflict Resolution Communication Program establishes the role of the community college as satisfying the needs of the community and the demands for the program. Program data, statistical information, and findings document the success of the Conflict Resolution Program in offering an affordable and accessible curriculum of study to the community college student population while maintaining a decline in violence and further escalation of conflict across the nation. The initial results and evaluative findings of the program will be of prime importance in establishing the growth and

development of the Conflict Resolution Communication Program as a current course of study offering certificate and degree programs in conflict resolution. The Conflict Resolution Communication Program will also necessitate the development of more undergraduate and graduate programs in conflict resolution at colleges and universities to meet the demands of the community college graduate and the contributions of community colleges as an authority in higher education.

The immediate need for the program is echoed daily in national newspapers and replayed on national broadcasts throughout the area referencing anniversaries of past acts of violence, and identifying current eruptions of violent behavior. The following quotes demonstrate a relevant concern for effective intervention:

> When I think about my future I can't really say how school shootings will affect me. I just know it will be hard to explain to my children, but looking at the way things are going, my children will probably already know what school shootings are by the time they're 6.
>
> Kahina Robinson, Duke Ellington School of the Arts
> (Stepp, 2000, April 20)

> One year ago, Americans saw a frightening picture on TV: students at Columbine High School fleeing from two teenage shooters, running from their school, their hands over their heads, their faces full of fear . . . People are questioning whether we really understand the problem of school violence and if we know how to reduce it. The Justice Policy report, meanwhile, recommends a solution that many people agree needs more attention: counseling and anti-violence programs to prevent the problem in the first place.
>
> (Shen, 2000, April 20)

School field trips of children visiting the National Zoo in Washington, D.C. to learn, explore, and enjoy their planned study day may have expected anything but fleeing from an armed youngster shooting randomly in a gang-related altercation.

> Yesterday, adults tried to ease the fears of children who read about the Zoo shooting or saw pictures of it on television . . . President Clinton said yesterday that crime is at a 25-year low, but "our country still has too much violence and too much crime" . . .
>
> "Kids can't do a lot about the climate in a zoo they are visiting, but they can do something about the climate in their own classroom," said Robert Butterworth, a psychologist who helps children deal with violence. Kids can try to learn peaceful ways to solve arguments, he said, and take action to be peacemakers when they see trouble brewing.
>
> (Shen, 2000, April 26)

Once again, the lack of communication and listening skills, the avoidance of effective coping techniques, the lack of mediation and conflict resolution programs, and the lack of trained and certified mediators to meet the demands of existing communities must be fulfilled. The funding and implementation of the Conflict Resolution Communication Program is a valuable answer to this complex situation. Grant funding sponsors and donors need justification that the conflict education program is productive and needs to be sustained for countless generations encountering conflicts and differences within communities and reaching global levels.

The effects of this innovative program will help to heal the wounds of the past, and help to create a precious quality of life for the future. Funding the Conflict Resolution Communication Program beginning on the community college level will not

only offer more trained, certified, and degreed mediators to meet the needs of society, but will also lead to a safer future for countless generations to come invested in peace.

CHAPTER 6

Assessment

The evaluation of the proposed Conflict Resolution Communication Program will be ongoing, beginning with the program's conception, development, implementation, follow-up performance, and feedback results. Determination of the program's appropriateness, effectiveness, adequacy, and efficiency may yield unexpected benefits, as well as some unexpected problems. An opportunity exists, however, to continuously improve and modify any aspect of the program not working as successfully as planned. Thorough preparation and evaluation of the program will lead to program credibility, and community and financial support. Accurate data gathered during the evaluation process will help create the best curriculum program, revise weak areas, monitor progress, and judge the final outcome of the Conflict Resolution Communication Program. Assessing each step of the new program's development will yield the likelihood of a higher success rate by eliminating potential problems and save time, energy, and funding.

The Conflict Resolution Communication Program prototype represents a new educational curriculum that must be evaluated. Donors and sponsors have an invested interest in following the results of the program, including productivity and the effects on the community, the financial gains or losses of the program, and the impact of change warranted in community conflict and violence. Baseline information and assessment enables contributing interest in the program to accurately follow the development and monitor the progress of the program

Evaluation can also help faculty improve a program's effectiveness; enable a school to demonstrate the value of the program to the community, to parents, and to potential donors; and influence the formation and implementation of social policy, both locally and nationally (Flannery, 2000). Effective intervention strategies, improved problem solving and conflict resolution skills, and enhanced communication and social skills become easily identified and strengthened through program analysis. Effective program assessment incorporates three fundamental principles: 1) assessment should promote learning, 2) assessment should use multiple sources of information including measurable objectives, and 3) assessment should provide fair, valid, and reliable information (Blum & Arter, 1996). The Conflict Resolution Communication Program prototype provides quality conflict resolution education and subscribes to an evaluation system of continuous improvement and change as reflected by the needs of the community.

Professor Patricia Cross from the University of California –Berkeley and her associate, Dr. Thomas A. Angelo, co-authors of *Classroom Assessment Techniques: A Handbook for Faculty* explain the value of classroom assessment based on what students are learning and how well they are learning it. Classroom Assessment Techniques (CAT's) incorporate the tools needed to gather student feedback and to understand the learning process rather than to classify learners through tests and quizzes (Angelo, 1990). These techniques, including the minute paper (students write the most important thing they learned and the most important question remaining), the one-sentence summary (students answer "who does what to whom, when, where, how, and why"), the

categorizing grid (students design a grid to display their understanding of item relationships), the portfolio of student's individual work and accomplishments, journals, and interviews of student needs enable the instructor to know what studens are learning and how to adjust the pace or strategy of their instruction (Angelo & Cross, 1993).

The classroom assessment model is learner-centered, teacher directed, mutually beneficial, context specific, and a formative rather than a summative approach to assessment. Educators focus on what, how much, and how well their students are learning and refocus on teaching techniques to help students make their learning more efficient and effective (Angelo & Cross, 1993). The evaluation process for the Conflict Resolution Communication Program highlights the relevance of effective and continuous student learning outcomes and ongoing changes in faculty instruction based on diverse learning styles and changes in conflict resolution education and communication strategies.

Evaluation Steps

The following evaluation objectives for the Conflict Resolution Communication Program are clearly defined and well articulated for successful program assessment to take place (Thompson, 1998). Knowing where the program is intended to go, and what to look for in arriving at that destination provides accountable factors in providing accurate information and feedback. A needs assessment based on the evaluation objectives must include the following information:

- To learn whether employers would hire program graduates or give them raises.
- To learn whether the target population is receptive to a new Conflict Resolution Communication Program on the community college level;

- To learn whether the target population is receptive to mediation training on the community college level offering a transferable associate degree, a certificate, and a career studies certificate in conflict resolution;
- To measure what percentage of the cohort beginning the program or the target population completing the program received an associate degree, a certificate or a career studies certificate, transferred to a four-year college or university baccalaureate program, and is employed in the community offering mediation services.

Assessment surveys usually refer to existing students or graduates of the program. They need to include descriptive data identifying age, race, sex, employment status, students' goals, and previous degrees held by those enrolled in the Conflict Resolution Communication Program. Additional surveys need to connect the student's skills and knowledge of mediation with the employer's on-the-job evaluation of the student's conflict resolution competencies. Students can be tested or given projects for testing program productivity without the use of surveys. A productivity review and interviews with focus groups on any unclear issues needs to be implemented as follow-up studies for supplemental baseline information and improving problem areas.

Qualitative methods of evaluation include the use of personal interviews, focus groups, and participant-observation. The instruments used to collect data for personal interviews, include the tape recorder or the transcription of individual responses to open-ended questions, discussions, and survey questionnaires. Audio and visual recording equipment of open-ended group discussions and group survey questionnaires comprise the instruments used to collect data for focus groups and outcome assessment. Finally, the written report of the evaluator's first-hand observation and audio visual recording

equipment serve as instruments used to collect data for participant-observation (Thompson, 1998).

Raw information includes the number of students enrolled in the Conflict Resolution Communication Program, in specific courses, in specific degree and certificate programs, and those students completing specific programs and requirements. The number of courses offered, the demographics, and the breakdown of student profiles are also considered raw information. The analysis of this information is converted into statistical calculations offering baseline-processed information to help identify areas of program interest and completion rates per academic program level.

Finally, the analysis of the qualitative information is offered by an expert in the particular evaluation method used to gather the information. The evaluation report includes the written report identifying the results of the program analyses and their significance to the future of the Conflict Resolution Communication Program.

Formative Evaluation

In the formative evaluation process of the Conflict Resolution Communication Program, one can discover the strengths and weaknesses of the program's direction, strategies, materials, and curriculum development. Adaptation and revision has allowed me to adjust and redesign concepts of curriculum implementation that will best meet the needs of the students, teaching faculty, community college institution, and the expectations of the grant funding sponsors. In creating a new conflict resolution educational program, I focused recruitment of new ideas and concepts on the often overlooked community college segment of society, welcoming their contributions and

their voice in addressing alternative forms of violence, peacefully, through conflict resolution programs. Formative assessments are employed by teachers at the beginning of instruction to determine students' prior knowledge. Program assessment and classroom evaluation are ongoing processes of obtaining information needed to readjust teaching effectiveness and program content on the learning needs of students.

> Assessment for learning recognizes the mutually supportive relationship promoting good instruction and valid, reliable, and fair assessment.(Blum & Arter, 1996, 1-5: p. 2).

Accurate classroom assessment must blend the qualities of reliability, fairness, and validity in addressing the needs of the students and the effectiveness of the Conflict Resolution Communication Program. Program reliability can be evaluated through dependable and consistent assessment results. Fairness guidelines refer to giving students an equal opportunity to show what they know and what they can achieve through classroom assessment. The validity of classroom assessment, however, reflects the measurement of what was intended to be evaluated. Teacher involvement tends to improve validity by helping to identify what needs to be assessed early in the design of the program curriculum (Blum & Arter, 1996). Assessments serve as the basis for determining the success of students, teachers, and programs and must be closely aligned with learning goals and current theories of instruction (Blum & Arter, 1996). Assessment results of the Conflict Resolution Communication Program must reflect the evaluation of critical thinking, problem solving, and communication skills addressed throughout the curriculum. Collaborative internships with community-based mediation centers and schools will produce lifelong learning experiences for prospective mediators.

By applying conflict resolution education instruction, information and principles, students will be able to analyze disputes and apply their knowledge and skills to help disputing parties find workable solutions to real-life situations. The best assessment approach builds a balance between all the areas being assessed and the reasons for assessing them. The assessment needs to describe student performance well enough so that students and teachers can evaluate progress toward agreed-upon goals. Educators and researchers are continuously looking for ways to improve the alignment of assessment content and strategy with proposed changes in curriculum and instruction (Blum & Arter, 1996).

> The old paradigm assumed that educational opportunities had to be rationed . . . The new paradigm . . . recognizes that contemporary society is realizing that its members need increasing amounts of school learning. The role of educational evaluation is to help identify the assets of students on which effective educational programs can be built" (Blum & Arter, 1996, p. 1-3:3).

The Conflict Resolution Communication Program enables students to apply their knowledge and understanding of mediation techniques and effective communication and coping skills to real-life experiences. Students demonstrate a depth of problem-solving skills and facilitation techniques when placed in community and school-based conflict resolution situations. The mediator integrates program information and conflict resolution education into real-world problems that serve as the "stepping stones to new learning experiences" (Blum & Arter, 1996, p. 1-4:2). A portfolio of the student mediator's personal and instructional goals, accomplishments, self-reflections, activities, and performance as a third-party facilitator serve as an integrated performance

assessment of the holistic experience. By assimilating the Conflict Resolution Communication Program educational experience with the actual learning experience of diffusing real-life conflicts, a measurement of success or failure can be ascertained by the program head and by the newly trained community and educational mediators in assessing internships. Feedback to improve or praise the mediator's performance is a valuable assessment tool providing a viable framework for continued professional growth. The development of proposed outcomes affects accompanying changes in educational curriculum, instruction, evaluation, and assessment strategies.

The numerous meetings, interviews, collaborative and problem-solving sessions with experts and colleagues in related fields have enabled me to address my proposed curriculum and implementation of the Conflict Resolution Communication Program carefully. When I found myself outside my field of knowledge, I located contacts with the expertise needed to guide me further into the development of the program. Constructive research and accurate design of the Conflict Resolution Communication Program has culminated in considerable detail. Enhancement efforts to maximize the strengths of the curricula and offer quality degree and certificate options will serve the needs of the community by providing alternative conflict resolution educational programs.

Process Evaluation

The objective of process evaluation is testing whether the Conflict Resolution Communication Program is serving the target population as planned, if the number being served is more or less than expected, and if the program is working as anticipated.

Counting the number of students enrolled in the program, and determining the count of those students calculating the graduation rate/or certificate options, will produce data to answer the following questions:

- Are the program's strategies for reaching the student-body target population working as planned?
- Are the students relating to the program being offered at the community college level?

The implementation of process evaluation should begin at the onset of the program and continue throughout its life. For the number of people contacted, each person should be counted only once in the target population who had contact with the Conflict Resolution Communication Program, regardless of how many times that person made individualized contact. For process evaluation, the target population represents the students who were actually reached, not those wanting to be reached by the program's target population (Thompson, 1998).

A Contact Form identified in Appendix G measures the number of direct contacts and the number of registrations collected from the target population. These forms collect basic information about the persons having direct contact with the program, and about the nature of the contact. Indirect contact may have to be estimated in reference to class schedules sent to area households by NOVA for registration and information services. Phone-in, mail-in, and on-line registrations may be counted as tracking items collected from the target population. The results show funding agencies the level of activity the program generates. This process evaluation information also serves the impact and

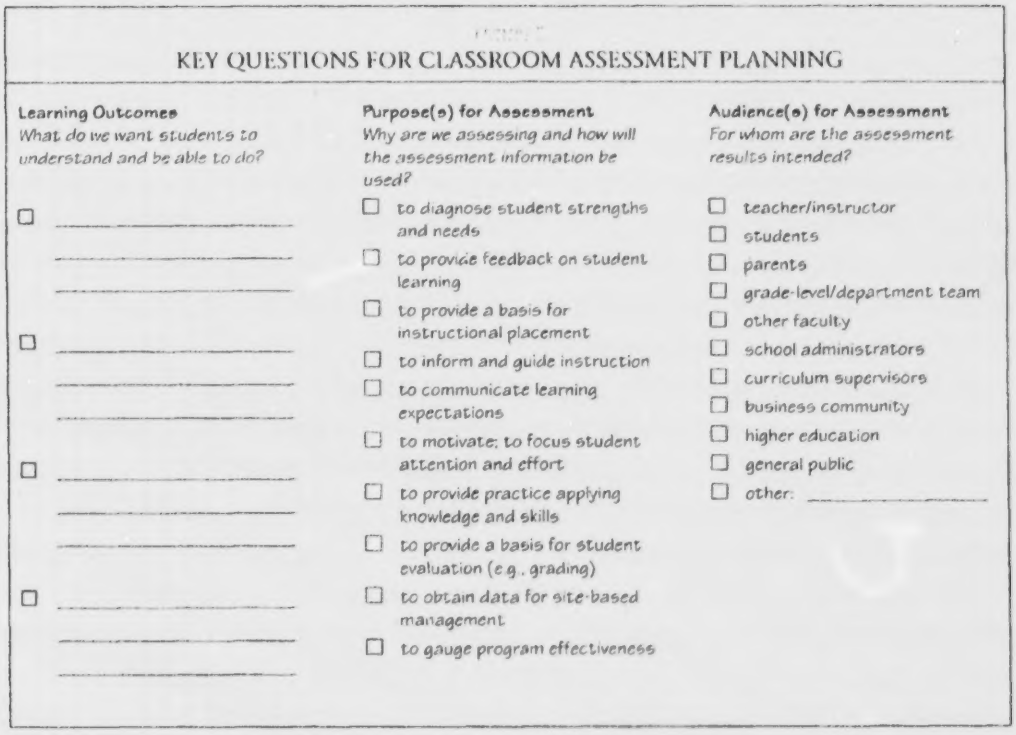
outcome evaluations in calculating the effects of the Conflict Resolution Communication Program on the target population.

Impact Evaluation

The purpose of impact evaluation is to measure whatever changes the program creates in the target population's knowledge, attitudes, beliefs, or behaviors (Thompson, 1998). Baseline assessments begin as the program goes into operation, meeting with the first class before receiving the program service and following the change of the target population at the conclusion of each semester course. Baseline knowledge, attitudes, and beliefs of the target population take time and is highly valued by the students. This type of information can be measured by gathering sufficient data needed to evaluate the final results of the program. The Conflict Resolution Communication Program produces comparable measurements of changes occurring as a result of the program with current input from the target population being served. Not all change, however, will be brought about solely by the program. Survey instruments, such as, questionnaires, participant observations, and satisfaction evaluations, will find out how much their knowledge, attitudes, and beliefs changed as a result of the curriculum program. The results, if positive, justify continuing the program and receiving funding. If negative, revising, modification, or adjustment to the program make it effective once again.

By measuring the learning outcomes of the proposed Conflict Resolution Communication Program and identifying the techniques and strategies of effective mediation procedures and communication skills, trained mediators will be poised to effect change in community and educational negotiations.

Figure 9. Key Questions for Classroom Assessment Planning



KEY QUESTIONS FOR CLASSROOM ASSESSMENT PLANNING

Learning Outcomes
What do we want students to understand and be able to do?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Purpose(s) for Assessment
Why are we assessing and how will the assessment information be used?

- ☐ to diagnose student strengths and needs
- ☐ to provide feedback on student learning
- ☐ to provide a basis for instructional placement
- ☐ to inform and guide instruction
- ☐ to communicate learning expectations
- ☐ to motivate; to focus student attention and effort
- ☐ to provide practice applying knowledge and skills
- ☐ to provide a basis for student evaluation (e.g., grading)
- ☐ to obtain data for site-based management
- ☐ to gauge program effectiveness

Audience(s) for Assessment
For whom are the assessment results intended?

- ☐ teacher/instructor
- ☐ students
- ☐ parents
- ☐ grade-level/department team
- ☐ other faculty
- ☐ school administrators
- ☐ curriculum supervisors
- ☐ business community
- ☐ higher education
- ☐ general public
- ☐ other: _____

Figure 10. Evaluation and Communication Methods

EVALUATION AND COMMUNICATION METHODS

Evaluation Methods
How will we evaluate student knowledge and proficiency?

Selected Response Items:
- ☐ answer key
- ☐ scoring template
- ☐ machine scoring

Performance-Based Assessments:
- ☐ generic rubric
- ☐ task-specific guide
- ☐ rating scale
- ☐ checklist
- ☐ written/oral comments

Evaluation Roles
Who will be involved in evaluating student responses, products, or performances?

Judgment-Based Evaluation by:
- ☐ teacher(s)/instructor(s)
- ☐ peers
- ☐ expert judges (external raters)
- ☐ student (self-evaluation)
- ☐ parents/community members
- ☐ other _____

Communication/Feedback Methods
How will we communicate assessment results?

- ☐ numerical score
  - ◦ percentage scores
  - ◦ point totals
- ☐ letter grade
- ☐ developmental/proficiency scale
  - ◦ generic rubric
  - ◦ task-specific guide
  - ◦ rating scale
- ☐ narrative report (written)
- ☐ checklist
- ☐ written comments
- ☐ verbal report/conference

Outcome Evaluation

For ongoing Conflict Resolution Communication Programs, outcome evaluations should be conducted at specified intervals to determine how well the program succeeded in achieving its ultimate goal. This type of assessment allows the program to learn from its successes for use in future requests for funding and to incorporate what needs to be improved upon in future curriculum implementation. A Curriculum Advisory Committee also serves as an effective focus group in updating and checking on the educational curriculum and working to strengthen relations between the committee and the faculty representatives. Positive results of outcome evaluation to justify continued funding for the Conflict Resolution Communication Program are even stronger evidence than the results of impact evaluation.

Qualitative Methods of Evaluation

Qualitative methods allow the evaluator unlimited scope to observe the feelings, beliefs, and impressions of the target population participating in the evaluation without prejudicing them with the evaluator's own opinions (Thompson, 1998). The open-ended nature of discovery responses also allows the evaluator to estimate the intensity of people's preferences, and test programs, curriculums, and strategies for problems once the initial implementation of the Conflict Resolution Communication Program begins. Problems can be more readily corrected with responses, information, and knowledge from qualitative assessment. The scope of feedback responses enables the program director and staff to ascertain the effectiveness of program strengths and weaknesses and propose appropriate directions for sound program implementation.

Personal Interviews

Broad, open-ended questions are particularly useful when personal interviews contribute to this evaluator's understanding of the strengths and weaknesses preceding the initial implementation of the Conflict Resolution Communication Program, or the cause of problems developing once the program is implemented. Unstructured personal interviews with members of the target population allow interviewees to express their point of view about a program's good and bad points without being prejudiced by the evaluator's personal beliefs (Thompson, 1998). Their responses may focus on items of importance that may not have even occurred to the evaluator. The feedback of the target population may also present differences in age, ethnicity, culture, and social background

that vary from the program staff, and from the professional background of those directing the program.

Most often, personal interviews should be taped or transcribed verbatim. The results are analyzed by looking for common themes or insightful comments. The interviewees' words become the evaluation data with direct quotes serving as useful supporting evidence in the evaluator's assessments (Thompson, 1998). Searching for key words and phrases in the responses, including the following examples: like quality, ambiguous, structured, relevant, useful, disconnect, and etc. sets a tone and a criteria for program evaluation. Appendix I surveys students on the amount of progress they have made toward their educational goals. College-level communication skills, life-long learning techniques, and critical thinking strategies are determined by personal responses referencing general education goals and college objectives.

Focus Groups

Focus groups must be conducted by an "outsider" so they remain honest. Focus groups poll the responses of groups of people and often stimulate comments or the ideas of others. Ideally, four to eight group members comprise the group, which senses an air of equality and commonality. The focus groups should be placed in different combinations often to stimulate different perspectives and gather further documentation. As with personal interviews, the responses of the focus groups should be recorded or transcribed verbatim. As the data is analyzed and written reports are prepared for evaluation, insightful comments and direct quotes will prove to be very useful to the evaluator.

Participant Observer

Members of the evaluation team participate in observing and recording information from the perspective of student participants, and the team takes notes about their experiences and observations. Looking for program strengths, weaknesses, clarity, and effective and non-effective conflict resolution practices, trained program evaluators make important contributions to observational assessment methods and the program's overall value. The contributions are often time-consuming, however, for the evaluator. Participant observation can produce information from people who may have trouble verbalizing their opinions and feelings (Thompson, 1998). See Appendix J for a listing of possible observable events used by professionals in exploring conflict.

Summary

Continuous evaluation and analysis of the Conflict Resolution Communication Program can only help to strengthen and to develop the concepts and the applications of effective communication and problem solving skills needed to reduce conflict. Critical assessment data from faculty, students, advisory committees, employers, community members, and social needs programs offer a rich source of relevant feedback from key perspectives. Effective instruction enables student learning with a coherent, current, and quality conflict resolution communication curriculum. Continual assessment of student learning and consistent feedback to students about their learning provides an excellent opportunity for implementation of the best practices in pedagogy, curricular design, and instructional modalities (Creel, 1999).

The Conflict Resolution Communication Program must be reviewed and assessed with regularity, accountability, and appropriateness. Securing a methodical program design partnered with effective curriculum implementation demands a continuum of comprehensive feedback results. A professional commitment to offer the Conflict Resolution Communication Program in a thorough and complete manner to the full complement of the diverse student population is mandatory. The endorsement of a strong curriculum is supported and enhanced by the analysis, evaluation, and assessment results of the total community in offering the Conflict Resolution Communication Program as an alternative educational resource. Individuals have the opportunity to solve their differences within peaceful learning environments. Variance and growth in the program's structure and design will reflect the changing needs of the community by helping to secure a permanent direction for conflict resolution and communication skills.

CHAPTER 7

Conclusions

If a man will begin with certainties, he shall end in doubts, but if he will be content to begin with doubts, he shall end in certainties.
(Francis Bacon, "The Advancement of Learning")

Throughout history, the inherent ability to live in peace with one another has been overshadowed by conflicts, wars, and power struggles. Perhaps, it appeared easier, less complicated, and more efficient to waste human life than to nurture the capacity to reason and to compromise. Perhaps, possible solutions to conflict were seen as irrelevant attempts to pacify power and control. Perhaps, negotiating differences and learning to live peacefully with one another posed uncertainties and presented short-lived consequences.

Mediation efforts by the disputants instill a commitment and a willingness to make things better for all concerned. The need to work together and to move towards reconciliation offers the parties renewed hope and a sense of direction toward strengthening the fabric of coexistence and cooperation. An interaction to disagreements and differences produces an unparalleled opportunity to learn from past mistakes. Assessing the situation, analyzing the problem, narrating the sequence of events, prioritizing and identifying needs, and facilitating possible solutions through the efforts of a neutral third party comprise the educational components of the Conflict Resolution Communication Program. Through implementation and successful completion of the

program, trained, certified, and degreed mediators will diffuse more conflicts and enable a higher percentage of individuals to use problem solving skills and communication techniques to solve their differences peacefully.

International negotiator and co-founder of Harvard's Program of Negotiation, Dr. William Ury, urges conflicting parties separated by their differences and their disagreements to find peaceful solutions. "Human beings are just as capable of living in peace as they are of living at war with one another. Getting along is perhaps even more rooted in human nature than is fighting to the finish" (Ury, 1999, p. 197). The author champions the power and the process of "Getting to Peace" as the natural stepping-stone for individuals in distress to utilize conflict resolution practices aided by a neutral third side (Ury, 1999). It is this unbiased and nonjudgmental facilitator who guides and directs the negotiation process in a safe and non-threatening environment. Disputants are encouraged to share their feelings and narrate their sequence of events from their particular point of view. If intervention occurs at school, at the work place, or during a family altercation, the mediator must be trained in the fundamental concepts of conflict negotiation and effective communication techniques to facilitate agreement between the parties.

The Conflict Resolution Communication Program provides this valuable alternative problem solving service to the community by diffusing conflict and enabling individuals to better understand themselves and their interaction with others through mediation education. Conflict resolution principles and procedures serve as proactive tools and invaluable resources offered on the community college level. While Ury

emphasizes the will to live peacefully with others, the Conflict Resolution Communication Program emphasizes the skills needed to facilitate conflict resolution. The bonds of effective communication in conflict resolution are strengthened through caring, compromising, and embracing cultural differences and act as a prototype for peaceful negotiations for future generations.

Limitations Of The Study

Since no Conflict Resolution Communication Program exists, this prototype is necessarily limited by the lack of research, analysis, interpretation of findings, student enrollment and growth of participation, faculty interest, training, and results of statistical evidence gathered on the community college level throughout the nation. The Community College Web, with links to all United States community colleges, identifies the Conflict Resolution curriculum program, offering a certificate or an associate degree, to be non-existent on the two-year school level (Levine, 2000). To date, no community college in the country has previously implemented or currently offers a Conflict Resolution Communication Program of study with curriculum advancements and endorsements, resulting in the following areas: 1) a conflict resolution career studies certificate, 2) a conflict resolution certificate, and 3) a transferable associate degree in conflict resolution to a four-year college or university baccalaureate program.

Previous and existing programs in conflict resolution and mediation training sponsored by the private sector or associations offer sound instruction and simulations in developing effective skills in isolating the problems, facilitating respondents to problem solving and brainstorming procedures, working towards a solution, and negotiating an

agreement. Current mediation programs contribute to the dissemination of conflict, and encourage the use of peaceful alternative methods to violence. However, their application and program implementation of conflict resolution education caters to a very different audience than the community college student population, or the returning adult learner. The analysis and evaluation of parallel data is further limited because it does not exist, and it is not available from the private sector mediation programs. They tend to cater to a highly educated population, many of whom hold advanced degrees, pay premium tuition costs, and choose limited training locations and times to pursue conflict resolution and mediation programs.

Also, the Conflict Resolution Communication Program prototype is designed to meet the Virginia Community College System's educational requirements for curriculum implementation. Since communication plays a major role in effective mediation and conflict resolution, the speech department is the natural choice to house the Conflict Resolution Communication Program. The expansion of speech courses is incorporated throughout the program to enhance the vital role of effective communication and listening strategies on the interpersonal, intrapersonal, and interactive levels of educational paradigms.

My personal confinements within the doctoral project are limited by the scope of my vision and background in designing and implementing a prototype curriculum of study in conflict resolution on the community college level. My boundaries are formed and restricted to my past and present experiences, the evidence I rely on in expressing my judgments and decisions, and the analysis and critical evaluation of research data I utilize

in forming truths and authentications. These strengths and attributes will help me to frame and to create a new dimension of academic and professional learning for students completing the Conflict Resolution Communication Program on the community college level.

Implications For Research And Practice

Implications for research and practice in the area of conflict resolution education programs offering certificates and an associate degree on the community college level are limitless. The advancement and promotion of Conflict Resolution Communication Programs in specified areas offer exceptional possibilities for the further design and implementation of curriculum programs in countless areas of study, including the following: family, educational, business, government, divorce, environmental, public policy, and community mediation.

A need exists for a baseline evaluation and follow-up analysis of the Conflict Resolution Communication Program. Since this proposed curriculum is a first of its kind on the community college level, the results of various survey instruments mentioned throughout the study lay the groundwork for future implementation and program results at Northern Virginia Community College, with further expansion anticipated at the remaining VCCS's twenty-two community colleges in the Commonwealth of Virginia. The baseline program indicators establish the role of the community college in satisfying the needs of the community and the demand for the program, if it is shown to exist. Program data, statistical information, and findings will document the success or the defeat of the Conflict Resolution Program in offering an affordable and accessible

curriculum of study to the community college student population while helping to maintain a decline in violence and further escalation of conflict. The initial results and evaluative findings of the program is of prime importance in establishing the growth and development of the Conflict Resolution Communication Program as a current course of study offering certificate and degree programs in conflict resolution. Hopefully, the Conflict Resolution Communication Program will also necessitate the development of more undergraduate and graduate programs in conflict resolution at colleges and universities to meet the demands of the community college graduate, and the contributions of community colleges as an established authority in higher education.

This concluding chapter examines the potential implications and significance of the Conflict Resolution Communication Program. Other community colleges can plan, implement, and evaluate the success of the program prototype model. Community colleges nationwide may utilize the program, and students at other higher educational institutions will benefit from the techniques and strategies used to address and cope with conflict situations. More research will eventually be available and shared on the effectiveness of the program in providing the necessary skills needed to reduce conflict without resorting to violence.

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APPENDICES

Appendix A

Proposed Conflict Resolution Communication Program Course Descriptions for Catalog

DESCRIPTION OF PROPOSED COURSES FOR CONFLICT RESOLUTION COMMUNICATIO PROGRAM

A complete description of all proposed conflict resolution courses (and required general education courses, as mandated by the Virginia Community College System in the Commonwealth of Virginia) are presented below. The eight mediation courses are prefixed with an SPD prefix because they are part of the speech and communication discipline.

SPD 298 **(3 CR.)**
SEMINAR AND PROJECT

Introduces the design, development, and execution of the conflict resolution program in schools and learning environments. Presents positive ways of resolving conflicts and teaches effective coping and listening skills to diffuse altercations.

SPD 193 **(3 CR.)**
MEDIATION AGREEMENTS

Evaluates and transfers ideas and solutions from the problem solving process to the written agreement. Drafting of the mediation agreement and consensus by the parties takes place. Reviewed and signed by all parties.

SPD 193 **(3 CR.)**
FUNDAMENTALS OF CONFLICT RESOLUTION

Describes the mediator's role, the ground rules, the five stages of the mediating process, the voluntary nature of mediation, and confidentiality and exceptions. Enables effective use of communication skills and the expression and narration of thoughts and feelings without interruption, arguing, or the use of negative language or threats in a safe and peaceful environment.

SPD 193 **(3 CR.)**
MEDIATION INTERVIEWING PROCESS

Utilizes and implements theory, application, and the practice of interviewing. Emphasizes informational interviews, the open-ended questions, listening strategies, and the process of extracting and rephrasing vital information from the perspective of a neutral third party observer.

SPD 290 **(3 CR.)**
COORDINATED INTERNSHIP

Supervising on-the-job training in selected community and school related activities, organizations, and agencies in conflict resolution and mediation application coordinated by the college. Writing a reflective journal and completion of successful fieldwork summary reports are required. Credit/work ratio maximum 1: 5 hrs. Variable hours.

SPD 293 **(3 CR.)**
NETWORKING SAFE COMMUNITIES AND SCHOOLS

Explores and develops a support network of community agencies and establishments in promoting peaceful techniques and practices common to the conflict resolution process. Enables the student to observe, and experience first-hand efforts of nonviolent and safe techniques applicable to the mediation process in community and school interactions.

SPD 293 **(3 CR.)**
MEDIATION NARRATION AND COMMUNICATION

Practices techniques for effective application of narrative mediation and communication skills to the process of conflict resolution. Teaches when to re-frame the story, enabling the conflicting parties to detach from blame and guilt, and thoroughly examine the issues leading to resolution.

SPD 293 **(3 CR.)**
MEDIATING AT UNEVEN TABLES

Enables mediators to identify, acknowledge, and understand pre-conceived ideas, assumptions, and prejudices while facilitating conflicting parties to peaceful and "win-win" negotiations in solving conflicts. Compromises and negotiates positions by conflicting parties without power struggles or controlling influence involving gender, race, and cultural differences.

Appendix B

General Education Current Course Descriptions

BUS 241 **(3 CR.)**
BUSINESS LAW I

Presents a broad introduction to legal environment of U.S. business. Develops a basic understanding of contract law and agency and government regulation. Lecture 3 hours per week.

ENG 111-112 **(3 CR.) (3 CR.)**
COLLEGE COMPOSITION I-II

Prerequisites are a satisfactory score on appropriate English proficiency examinations and four units of high school English or equivalent. Develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process, understanding the audience and purpose, exploring ideas and information, composing, revising, and editing. Supports writing by integrating experiences in thinking, reading, listening, and speaking. Lecture 3 hours per week.

MTH 151 **(3 CR.)**
MATH FOR THE LIBERAL ARTS I

Prerequisites are a satisfactory score on an appropriate proficiency examination and Algebra I, Algebra II, and Geometry or equivalent. Presents topics in sets, logic, numeration systems, geometric systems, and elementary computer concepts. Lecture 3 hours per week.

MTH 152 **(3 CR.)**
MATH FOR THE LIBERAL ARTS II

Prerequisite is MTH 151 or equivalent. Presents topics in functions, combinatorics, probability, statistics, and algebraic systems. Lecture 3 hours per week.

PED 116 **(1 CR.)**

LIFETIME FITNESS AND WELLNESS

Provides a study of fitness and wellness and their relationship to a healthy lifestyle. Defines fitness and wellness, evaluates the student's level of fitness and wellness, and motivates the student to incorporate physical fitness and wellness into daily living. A personal fitness/wellness plan is required for the 1-credit course. For PED 116 – 1 credit. Lecture 1 hour. Laboratory 1 hour. Total 2 hours per week.

PSY 125 **(3 CR.)**

INTERPERSONAL RELATIONSHIPS

Studies individual behavior as it affects the individual's relationships. Considers such topics as attitudes, needs, values, leadership, communication, and group dynamics. Teaches constructive methods of interpersonal problem solving. Lecture 3 hours per week.

PSY 205 **(3 CR.)**

PERSONAL CONFLICT AND CRISIS MANAGEMENT

Studies the effective recognition and handling of personal and interpersonal conflicts. Discusses cooperative roles of public and private agencies, management of family disturbances, child abuse, rape, suicide, and related cases. Lecture 3 hours per week.

SPD 110 **(3 CR.)**

INTRODUCTION TO SPEECH COMMUNICATION

Examines the elements affecting speech communication at the intrapersonal, interpersonal, small group, and public communication levels with emphasis on practice of communication at each level. Lecture 3 hours per week.

Appendix C

Conflict Resolution Communication Program Course Summaries

COURSE SUMMARIES

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 193 – FUNDAMENTALS OF CONFLICT RESOLUTION (3 CR.)

COURSE DESCRIPTION

Introduces the fundamental process of mediation communication. Enables the student to comprehend the mediator's role, the voluntary and confidential nature of mediation, plus exceptions, and effectively implement the ground rules, and the five stages of the mediating process. Facilitating successful communication skills are used to express and narrate thoughts and feelings without interruption, arguing, or the use of negative language or threats in a safe and peaceful environment. Lecture 3 hours per week.

GENERAL COURSE PURPOSE

The purpose of this course is to acquaint the student with effective mediation techniques and strategies in creating a safe atmosphere for disputants to identify the conflict issues, and be facilitated to successful negotiation. Valuable communication and listening skills are utilized throughout the conflict resolution process.

ENTRY LEVEL COMPETENCY
None

COURSE OBJECTIVES
Upon successful completion of this course, the student should be able to:

A. Relate the application of the mediation process to individual cases and develop an awareness of the third party neutral facilitator role.
B. Understand the facilitation and negotiation process as it applies to dissipating conflict among the parties.
C. Demonstrate familiarity and ease in carrying out the role of the mediator.
D. Critically analyze and separate emotions from the issues in facilitating disputants through the five stages of mediation.
E. Gain insight into the long-term effects of successful conflict resolution in advancing peaceful alternatives to resolving differences.

MAJOR TOPICS TO BE COVERED

A Mediation process.
B. Role of the mediator.
C. Communication skills to enhance mediation.
D. Narration techniques to improve listening skills.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 193 – MEDIATION INTERVIEWING PROCESS (3 CR.)

COURSE DESCRIPTION

Introduces theory, application, and the practice of interviewing, while emphasizing the presentation of informational interviews. Teaches use of open-ended questions, listening strategies, and extracting and rephrasing vital information from the perspective of a neutral third-party observer. Lecture 3 hours per week.

GENERAL COURSE PURPOSE

The purpose of this course is to acquaint the student with practical application techniques and effective communication skills in successfully interviewing clients. By utilizing communication and listening skills, the student will be able to extract valuable information through the follow-up of open-ended questions, and identifying and paraphrasing major conflict issues.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Apply mediation interviewing techniques successfully.
B. Facilitate the use of open-ended questions and rephrase vital issues as a third-party neutral observer.
C. Demonstrate advanced communication and listening skills during the mediation interviewing process.
D. Display ease and confidence as a mediator when interviewing clients.

MAJOR TOPICS TO BE COVERED

A. Interviewing theory and application techniques.
B. Informational interview to develop listening skills.
C. Utilization and follow-up of open-ended questioning by third-party facilitator.
D. Communication strategies enhanced by listening, hearing, and speaking.
E. Paraphrasing information/issues as a neutral third-party observer.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 193 – MEDIATION AGREEMENTS (3 CR.)

COURSE DESCRIPTION

Introduces the writing skills, techniques, and methods needed to produce an effective mediation agreement. Enables the mediator to become proficient in transferring problem-solving solutions and ideas discussed in negotiation sessions to the written word within a formalized document. Includes drafting and presentation of the formal mediation agreement to the disputants for approval and signatures.

GENERAL COURSE PURPOSE

The purpose of this course is to acquaint the student with the skills and techniques necessary to draft an effective mediation agreement between disputants.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Expand clear and succinct writing skills and techniques through the developing or writing of practice agreements between dissenting parties.
B. Identify conflicting issues and negotiated solutions within the formal agreement.
C. Draft a final mediation agreement mirroring the documented results of the mediation.

MAJOR TOPICS TO BE COVERED

A. Writing skills and methods for effective mediation agreements.
B. Drafting the formalized mediation document.
C. Presentation of the final mediation agreement.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 293 – MEDIATION NARRATION AND COMMUNICATION

(3 CR.)

COURSE DESCRIPTION

Introduces advanced techniques of mediation narration and communication processes to help identify conflict issues and reach solutions effectively. Emphasizes narrative mediation strategies used throughout conflict resolution in re-telling or re-framing the incident in story form from the observer's point of view by detaching from blame or feelings of guilt.

GERNERAL COURSE PURPOSE

The purpose of this course is to enable the mediator to apply effective communication techniques and narrative mediation strategies to facilitate the respondents to successful negotiation.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Utilize advanced communication and listening skills through narration mediation.
B. Help free the conflicting parties from excess feelings of blame and guilt in re-telling their side of the story.
C. Move the parties to successful negotiation.

MAJOR TOPICS TO BE COVERED

A. Advanced communication skills to promote the effective sending and receiving of messages.
B. Listening techniques to retain details, pertinent information, and receptive skills.
C. Theories of narration mediation to advance different points of view.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 298 – SEMINAR AND PROJECT

(3 CR.)

COURSE DESCRIPTION

Introduces the design, development, and execution of the conflict resolution program in schools and learning environments. Presents positive ways of resolving conflicts and teaches effective coping and listening skills to diffuse altercations. Utilization of the prototypical time line for organizational development of the program is recommended.

GENERAL COURSE PURPOSE

The purpose of this course is to provide a comprehensive conflict resolution education program in schools. Creating a program team and an organizational plan utilizing a peer mediation approach in the classroom is suggested. Program implementation will focus on the development of the mediation process, the scheduling of mediations and mediators, the supervision of the mediation session, ongoing training for mediators, and a program evaluation.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Design a comprehensive conflict resolution program in schools.
B. Implement a quality peer mediation school-based program.
C. Utilize effective coping and listening skills to diffuse conflict.

MAJOR TOPICS TO BE COVERED

A. Design, development, and implementation of the conflict resolution program in schools.
B. Time line organizational school-based approach.
D. Coping techniques and strategies uses to diffuse conflict.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 290 – COORDINATED INTERNSHIP

(3 CR.)

COURSE DESCRIPTION

Introduces the student to fieldwork experience in community conflict resolution. The application of conflict resolution theories and principles will be applied to a variety of actual situations. The college coordinator will carry out on-site supervision and evaluation processes. The student at the completion of the community service mediation internship project will keep a journal and file a documented internship report.

GENERAL COURSE PURPOSE

The purpose of this course is to provide the student with on-site experience in the field of community mediation training. A culmination of completed courses and training will result in a mediation field experience.

ENTRY LEVEL COMPETENCY

Completion of pre-requisite certificate, studies certificate, or AA degree courses in conflict resolution resulting in a five-hour mediation internship.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Acquire fieldwork experience in mediation.
B. Apply mediation theories and practices to on-site training.
C. Document internship experiences in a mediation summary report.

MAJOR TOPICS TO BE COVERED

A. Fieldwork experience in mediation.
B. Internship written evaluation and reflective personal inquiry.
C. Mediation Internship report.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 293 – NETWORKING SAFE COMMUNITIES AND SCHOOLS

(3 CR.)

COURSE DESCRIPTION

Explores and develops a support network of community agencies and establishments in promoting peaceful techniques and practices common to the conflict resolution process. Enables the student to observe and experience first-hand efforts of nonviolent and safe techniques applicable to the mediation process in community and school interactions.

GENERAL COURSE PURPOSE

The purpose of this course is to provide a community network of agencies and organizations committed to providing safe alternatives to violence and inappropriate behavior through mediating services. Students will enlist mediation practices and techniques commonly used in the community and familiarize themselves with effective attempts at resolving conflicts peacefully, without violence.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Identify networking organizations in the community promoting peaceful alternatives to violence.
B. Recognize techniques and strategies used throughout the community utilizing the mediation process.
C. Gain valuable observation and first-hand experience in community mediation.
D. Acknowledge community organizations and what they can do to promote peaceful alternatives to violence.

MAJOR TOPICS TO BE COVERED

A. Identify network community mediation support.
B. Establish and develop a mediation network in any community.
C. Gain insight and valuable experience in community mediation efforts and how they work.

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY
SPD 293 – MEDIATING AT UNEVEN TABLES (3 CR.)

COURSE DESCRIPTION
Enables mediators to identify, acknowledge, and understand pre-conceived ideas, assumptions, and prejudices when facilitating conflicting parties to peaceful and "win-win" negotiations in solving conflicts.

GENERAL COURSE PURPOSE

The purpose of this course is to enable the conflicting parties to come to the negotiating table on equal footing without regard to the manipulation or imbalance of power due to prejudices, pre-conceived ideas, or outside factors. Parties will work toward effective solutions without harassment or strong-arm tactics of uneven tables in the mediation process.

ENTRY LEVEL COMPETENCY

None

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

A. Identify and separate prejudices and assumptions from becoming influential power maneuvers at negotiation sessions.
B. Work toward "win-win" solutions for all parties involved in the conflict.
C Explore solutions which best meet the issues, at hand, while reflecting the needs of the conflicting parties.

MAJOR TOPICS TO BE COVERED

A. Pre-existing prejudices, assumptions, differences, and stereotypical roles.
B. "Win-win" negotiated solutions.
C. Even vantage points of negotiated settlements.

Appendix D

Conflict Resolution Communication Program Course Syllabi

Syllabus

SPD 193 / Fundamentals of Conflict Resolution / Fall, 2000

Department of Speech and Drama
NOVA
Room 239, 4:00 – 6:00 a.m., Monday
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: M//W
3:00 p.m. – 3:45 p.m.

Required Text: Scott, G. G. (1990). Resolving conflict with others and within yourself. Oakland, CA: New Harbinger Publications, Inc.

Supplemental Chapters 5, 6, and 7
Ury, W. L. (1999). Getting to peace: Transforming conflict at home, at work, and in the world. New York: Penguin Putnam, Inc.

Course Description: Introduces the fundamental process of mediation communication. Enables the student to comprehend the mediator's role, the voluntary and confidential nature of mediation, plus exceptions, and effectively implement the ground rules and the five stages of the mediation process. Facilitating the expression and narration of thoughts and feelings without interruption, arguing, or the use of negative language or threats in a safe and peaceful environment are stressed. Lecture 2 hours per week.

Course Objectives: This course acquaints the student with effective mediation techniques and strategies in creating a safe atmosphere for disputants to identify the conflict issues and be facilitated to successful negotiation. Valuable communication and listening skills are utilized throughout the conflict resolution process.

Upon course completion, the student should be able to:

1. Relate the application of the mediation process to individual cases and develop an awareness of the third party neutral facilitator role.
2. Understand the facilitation and negotiation process as it applies to dissipating conflict among the parties.
3. Demonstrate familiarity and ease in carrying out the role of the mediator.
4. Critically analyze and separate emotions from the issues in facilitating disputants through the five stages of mediation.
5. Gain insight into the long-term effects of successful conflict resolution in advancing peaceful alternatives to resolving differences.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:
3 Tests will be given, each worth 100 points.
(300 point maximum total)

Case Studies

2 case studies will be presented representing the techniques and strategies used in conflict resolution. Both will require:

1. Written format of 8 to 10 pages. See handout.
2. One personal conflict experience within the last year and one conflict situation between two other individuals that you attempted to mediate or facilitate to agreement.
3. Total Points: 200 or 100 points per case study

Reflections:

2 Reflection papers will be written.
(50 point maximum / 25 points each)

Typewritten papers, 2 to 3 pages each, applying concepts discussed in your text, as well as in your class, to personal and third party conflict from two of the 10 roles described by William Ury.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

Please make sure that you obtain and read a copy of the current Student Handbook which contains the Student Code of Conduct. Students should not violate academic guidelines, submit to plagiarism, or cheating on exams as found in the Student Handbook.

Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Fall 2000

August 24, 2000	**Classes begin.**
December 20	**Classes end.**

Holiday Schedule: Labor Day, September 3-4, 2000
Columbus Day, October 9-10, 2000
Thanksgiving, November 23-26, 2000

15 sessions; Mondays, 4:00 p.m. – 6:00 p.m., SPD 193,
Fundamentals of Conflict Resolution, 3 credits

Course Outline:

SPD 193 – Fundamentals of Conflict Resolution
Instructor: Professor Melinda Lincoln
Fall, 2000
Mondays, 4:00 p.m. – 6:00 p.m.

Week	Dates	Contents
1	8/28	Introduction Course Syllabus Chapter readings assigned
2	9/11	Chapter 2: Two of the Major Sources of Conflict: Anger and Mistrust Lecture/Discussion Class simulations
3.	9/18	Chapter 3: Dealing With Your Own Anger and Fear in a Conflict Tape Class Discussion
4	9/25	Lecture: The role of the mediator (Examine the 10 roles identified by William Ury in *Getting To Peace*; Chapters 5, 6, and 7)

5	10/2	Exam 1: Chapters 2 and 3 (Scott text) and Chapters 5, 6, and 7 (Ury) Reflection Paper 1 Due
6	10/16	Lecture/Discussion of Chapter 5: Recognizing the Reasons for a Conflict and Responding to Underlying Needs Class Discussion/Improvisations
7	10/23	Chapter 6: Overcoming Conflicts Through Better Communication Chapter 7: Choosing a Style of Handling Conflicts to Suit the Conflict Situation Class Discussions/ Simulations
8	10/30	Presentations of Case Study 1 Class Discussion/Evaluation
9	11/6	Chapter 8: Choosing the Best Conflict Style in Everyday Life Guest Speaker Discussion
10	11/13	Exam 11: Chapters 5, 6, 7, and 8 Reflection Paper 11 Due
11	11/20	Chapter 9: Negotiating Win-Win Situations Tape Class Discussion/Evaluation
12	11/27	Overview of the 5 Stages of Mediation, Mediation Techniques and Strategies Role-Plays/ Group Format
13	12/4	Chapter 10: Learning to Deal With Difficult People Class Discussion Begin Case Study 2 Presentations

14	12/11	Finish Case Study Presentations Chapter 11 and 12: Coming Up With Alternatives and Solutions and Turning Your Conflicts Into Creative Opportunities Class Discussion
15	2/18	Exam 111: Chapters 9, 10, 11, and 12 Closing Remarks Class Evaluations

Syllabus

SPD 193 / Mediation Interviewing Process / Fall, 2000

Department of Speech and Drama
NOVA
Room 240, 7:00-9:00 p.m., Monday
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: M//W
6:00 p.m. – 6:45 p.m.

Required Text: Folger, J., Poole, M., & Stutman, R. (1997). Working through conflict. New York: Addison Wesley Longman, Inc.

Supplemental Compendium of Readings and Articles to be given out in class

Course Description: Introduces theory, application, and the practice of interviewing, while emphasizing the presentation of informational interviews. Teaches use of open-ended questions, listening strategies, and extracting and rephrasing vital information from the perspective of a neutral third party observer.

Course Objectives: This course acquaints the student with practical application techniques and effective communication skills in successfully interviewing clients. By utilizing communication and listening skills, the student will be able to extract valuable information through the follow-up of open-ended questions and identifying and paraphrasing major conflict issues.

Upon course completion, the student should be able to:

1. Apply mediation interviewing techniques successfully.
2. Facilitate the use of open-ended questions and rephrase vital issues as a third party neutral observer.
4. Demonstrate advanced communication and listening skills during the mediation interviewing process.
4. Display ease and confidence as a mediator when interviewing clients.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

2 Tests will be given, each worth 150 points.
(300 point maximum total)

Interviewing Case Studies

2 case studies will be presented representing the theories, techniques, and strategies used to interview clients engaging in the practice of mediation. Both studies will require:

5. Written format of 9 to 10 pages. See handout
6. Students will choose two different cases in community mediation or educational settings, interviewing two clients involved in separate conflicts.
7. Complete informational interviews including background information, identification of conflicting issues, needs and wants of clients, identification of dependents, abusive situations, budget management problems, possible and/or acceptable solutions to conflict from the client's point of view, and etc. will be included. See class handout.
8. Total Points: 200 or 100 points per case study

Reflection Observations:

2 Reflection observation papers will be written.
(50 point maximum / 25 points each)

Typewritten papers, 2 to 3 pages each, applying concepts discussed in class, in articles, and in the text will be applied to actual interview observations conducted by trained mediators and conflict resolution specialists.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

Please make sure that you obtain and read a copy of the current Student Handbook which contains the Student Code of Conduct. Students should not violate academic guidelines, submit to plagiarism, or cheating on exams as found in the Student Handbook.

Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Fall 2000

August 24, 2000	**Classes begin.**
December 20	**Classes end.**

Holiday Schedule: Labor Day, September 3-4, 2000
Columbus Day, October 9-10, 2000
Thanksgiving, November 23-26, 2000

15 sessions; Mondays, 4:00 p.m. – 6:00 p.m., SPD 193,
Fundamentals of Conflict Resolution, 3 credits

Course Outline:

SPD 193 – Mediation Interviewing Process
Instructor: Professor Melinda Lincoln
Fall, 2000
Mondays, 7:00 p.m.– 9:00 p.m.

Week	Dates	Contents
1	8/28	Introduction Course Syllabus Chapter readings and articles assigned
2	9/11	Chapter 1: Traditional Perspectives on Conflict Lecture Class Discussion
3.	9/18	Chapter 2: The Role of Theory and Common Sense Interviewing Tape Class Discussion
4	9/25	Article: The Use and Value of Open-Ended Questions Interviewing Class Activity

5	10/2	Class Interview Presentations Article: Listening Strategies Reflection Observation Paper 1 Due
6	10/16	Chapters 5 and 6: Face-Saving and Climate Interaction Class Discussion Improvisations
7	10/23	Exam 1: Chapters 1, 2, 5, and 6 plus Articles
8	10/30	Case Study 1 Presentations Class Discussion/Evaluation
9	11/6	Lecture/Discussion of Chapter 7: Tactics of Interviewing Tape Class Discussion/Improvisations
10	11/13	Article: How to Remain an Impartial Third Party Observer Guest Speaker Class Discussions/ Simulations
11	11/20	Chapter 8: Reframing and Paraphrasing Client Responses Class Discussion Role-Playing
12	11/27	Chapter 9: Case Study Intervention; Interviewing Techniques Article: Advanced Communication Skills Class Improvisations Class Discussion
13	12/4	Case Study 2 Presentations Class Discussion/Evaluation
14	12/11	Exam 11: Chapters 7, 8, and 9 plus Articles Reflection Paper 11 Due

15	12/18	Final Remarks Closing Course Evaluation

Syllabus

SPD 193 / Mediation Interviewing Process / Fall, 2000

Department of Speech and Drama
NOVA
Room 238, 4:00-6:00 p.m., Tuesdays
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: Tuesday and by appointment
3:00 p.m. – 3:45 p.m.

Required Texts: Wilmot, W. & Hocker, J. (1998). Interpersonal conflict. Boston: McGraw Hill Publishers, Inc.

Hacker, D. (1999). Rules for writers (4th ed.). Boston: Bedford Books.

Supplemental Texts: Scott, G. G. (1990). Resolving conflict with others and within yourself. Oakland, CA: New Harbinger Publications, Inc.

Winslade, J. & Monk, G. (2000). Narrative mediation: A new approach to conflict resolution. San Francisco: Jossey-Bass Publishers.

Hacker, D. (1999). A writer's reference (4th ed.). New York: Bedford Books.

Supplemental Agreement Forms to be given out in class

Course Description: Introduces the writing skills, techniques, and methods needed to produce an effective mediation agreement. Enables the mediator to become proficient in transferring problem solving solutions and ideas discussed in negotiation sessions to the written word within a formalized document. Includes drafting and presentation of the formal mediation agreement to the disputants for approval and signatures.

Course Objectives: This course acquaints the students with the skills and techniques necessary to draft an effective mediation agreement between disputants.

Upon course completion, the student should be able to:

1. Develop clear an succinct writing skills and techniques through the development of practice agreements.
2. Identify issues and negotiated solutions within the formal agreement.

3. Draft a workable agreement mirroring the documented results of the mediation.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

2 Tests will be given, each worth 150 points.
(300 point maximum total)

Mediation Agreements
(200 points)

2 Mediation Agreements will be presented, including the following information:

1. Specific details of agreed upon solutions: budget, child support, temporary pendente lite or spousal support, paying of bills, use of credit cards, ownership of cars, division of bank accounts, household items, family assets, pictures, silver, antiques, title of house and other properties, insurance policies, beneficiary holdings, pensions, retirements, loans, medical bills and insurance coverage, visitation rights and legal guardianship, funeral plots, college expenses, number of years together, binding premarital or prenuptial agreements, and etc.
2. Identification of "win-win" situations for all parties.
3. Written and printed signature of conflicting parties plus dates and mediator's certification.
4. Must be actual cases in community mediation or educational settings.

Reflective Writings:

2 Reflective writings will be assigned.
(50 point maximum / 25 points each)

Typewritten papers, 2 to 3 pages each, applying personal difficulties, efforts, and techniques needed by mediator to bring parties together on a written agreement. See class handout.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however,

they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

Please make sure that you obtain and read a copy of the current Student Handbook which contains the Student Code of Conduct. Students should not violate academic guidelines, submit to plagiarism, or cheating on exams as found in the Student Handbook.

Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Fall 2000

August 24, 2000	**Classes begin.**
December 20	**Classes end.**

Holiday Schedule: Labor Day, September 3-4, 2000
Columbus Day, October 9-10, 2000
Thanksgiving, November 23-26, 2000

15 sessions; Tuesdays, 4:00 p.m. – 6:00 p.m., SPD 193,
Mediation Agreements, 3 credits

Course Outline: SPD 193 – Mediation Interviewing Process
Instructor: Professor Melinda Lincoln
Fall, 2000
Mondays, 7:00 p.m.– 9:00 p.m.

Week	Dates	Contents
1	8/29	Introduction Course Syllabus Chapter readings assigned
2	9/5	Chapters 1 and 2: Neutral Conflict Metaphors and Interdependence Lecture Class Discussion/Role-Plays

3.	9/12	Chapter 3: Goals—Saving Face and Getting What You Want Tape Class Discussion
4	9/19	Class Discussion of Process Goals and Improving Conflict Goals Guest Speaker
5	9/26	Chapter 9: Mediation—The Parties Decide Mediation Agreements and Writing Skills Reflective Writing Paper 1 Due
6	10/3	Exam 1: Chapters 1, 2, 3, and 9 (Interpersonal Conflict)
7	10/10	Chapter 10: Documenting Progress: The Written Agreement/Writing Techniques (Narrative Mediation) Class Writing Assignments (Rules for Writers)
8	10/17	Peer Evaluations and Critiques of Student Writings Class Discussion
9	10/24	Lecture on Reinforcing Process Agreements and Recording Agreements (Issues and Solutions) Mediation Agreement 1 Due Role-Plays Class Discussion
10	10/31	Class Discussions/ Simulations
11	11/14	Chapter 8: Reframing and Paraphrasing Client Responses (Narrative Mediation) Class Discussion Role-Playing

12	11/21	Chapter 9: Negotiating Win-Win Agreements (Resolving Conflict) Reflection Writing 2 Due Class Improvisations Class Discussion
13	11/28	Chapter 10: Working With Difficult Agreements Mediation Agreement 2 Due Class Discussion/Evaluation
14	12/ 5	Exam 11: Chapters 8, 9, and 10
15	12/12	Final Remarks Closing Course Evaluation

Syllabus

SPD 110 / Introduction to Speech Communication / Fall, 2000

Department of Speech and Drama
NOVA
Room 239, 10:00 – 11:15 a.m., Monday
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: M/T/W
9:00 a.m. – 10:00 a.m.

Required Text: DeVito, J. (1995). Essentials of human communication (Third ed.). New York: Harper Collins.

Course Description: Examines the elements affecting speech communication at the intrapersonal, interpersonal, small group, and public communication levels with emphasis on practice of communication at each level. Lecture 3 hours per week

Course Objectives: This course develops communication skills in interpersonal settings. Course content includes listening skills, public speaking, and small group discussion. The course reinforces the basic theory of communication with practical exercises, personal reflection writings, and oral presentations.

To develop an understanding of the communication process and concepts of effective communication. To increase individual skills in communication behavior through:

1. Study of required text and materials in class.
2. Participation in class exercises.
3. Preparation and presentation of assigned speech communication tasks, including reflective inquiry.

Grades and Requirements:

550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

3 Tests will be given, each worth 100 points.
(300 point maximum total)

Speeches:

3 speech activities will be presented.
(200 point maximum total)

1.	Group Discussion	50 point exercise
2.	Informative speech	75 point exercise (5 point thesis, 20 point outline, 50 point presentation)
3.	Persuasive speech	75 point exercise (5 point thesis, 20 point outline, 50 point presentation)

Reflections:

2 Reflection papers will be written.
(50 point maximum / 25 points each)

Typewritten papers, 2 to 3 pages each, applying concepts discussed in your text, as well as in your class, to your personal communication experiences.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

Please make sure that you obtain and read a copy of the current Student Handbook which contains the Student Code of Conduct. Students should not violate academic guidelines, submit to plagiarism, or cheating on exams as found in the Student Handbook.

Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Fall 2000

August 24, 2000	**Classes begin.**
December 20	**Classes end.**

Holiday Schedule: Labor Day, September 3-4, 2000
Columbus Day, October 9-10, 2000
Thanksgiving, November 23-26, 2000

15 sessions; Mondays, 10:15 a.m. – 11:30 a.m., SPD 110,
Introduction to Speech Communication, 3 credits

Course Outline:

SPD 110 – Introduction to Speech Communcation
Instructor: Professor Melinda Lincoln
Fall, 2000
Mondays, 10:00 a.m. – 11:15 a.m.

Week	Dates	Contents
1	8/28	Introduction Course Syllabus Readings for Week 2:
2	9/11	Dispelling the Fear of Public Speaking Improvisational Chart Participation Chapter 1: Introduction to Human Communication
3	9/18	Complete Improvisational Chart Presentations Chapter 2: The Self in Communication Class Discussion
4	9/25	Chapter 3: Perception Video Tape Class Discussion Improvisations
5	10/2	Chapter 4: Listening Class Discussion Reflection Paper 1 Due Guest Speaker
6	10/16	Lecture/Discussion of Chapter 10: Group Discussion Chapter 11: Members and Leaders in Groups Students work in groups
7	10/23	Group Presentations Class Discussion/Evaluation
8	10/30	Exam 1: Chapters 1, 2, 3, 4, 10, 11

9	11/6	Lecture/Discussion of Chapters 5 and 6: Verbal and Nonverbal Messages Improvisations
10	11/13	Chapter 7: Interpersonal Communication Chapter 14: Informative Speech Class Discussion
11	11/20	Chapter 14: Informative Speech Presentations Class Discussion/Evaluation
12	11/27	Exam 11: Chapters 5, 6, 7, and 14 Reflection Paper 2 Due
13	12/4	Chapter 15: Interviewing Improvisations
14	12/11	Chapter 12 and 13: Public Speaking Preparation Class Discussion Improvisations
15	12/18	Exam 111: Chapters 12, 13, and 15 Closing Remarks Class Evaluations

Syllabus

SPD 293 / Mediating At Uneven Tables / Spring, 2001

Department of Speech and Drama
NOVA
Room 240, 4:00-6:00 p.m., Thursdays
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: Tuesday and by appointment
3:00 p.m. – 3:45 p.m.

Required Text: Kritek, P. B. (1994). Negotiating at an uneven table. Jossey-Bass Publishers, Inc.

Supplemental Text: Anderson, P. (1999). Nonverbal communication: Forms and functions. Mountain View, CA: Mayfield Publishing Company.

Course Description: Enables mediators to identify, acknowledge, and understand preconceived ideas, assumptions, and prejudices when facilitating conflicting parties to peaceful and "win-win" negotiations in solving conflicts.

Course Objectives: This course enables the conflicting parties to come to the negotiating table on equal footing without regard to the manipulation or imbalance of power due to prejudices, preconceived ideas, or outside factors. Parties will work towards effective solutions without harassment or strong-arm tactics of uneven tables in the mediation process.

Upon course completion, the student should be able to:

1. Identify and separate prejudices and assumptions from becoming influential influential power maneuvers at negotiation sessions.
2. Work towards a "win-win" solution for all parties involved in the conflict.
3. Explore solutions which best meet the issues, at hand, while reflecting the reflecting the needs of the conflicting parties.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

2 Tests will be given, each worth 150 points.
(300 point maximum total)

1 Case Study
(100 points)

Students will chronicle a community negotiated settlement or an educational negotiated solution to a mediated conflict identifying the different processes facilitated by the mediator and utilized by the conflicting parties in reaching an agreement. All forms of manipulated power attempts, control, nonverbal messages, and verbal cues of persuasion should be identified and expanded in an 8 to 10 page paper. See class handout for details.

Group Tape

(100 points)

Students will be placed in small group format and reenact a simulation of a negotiation session at an "uneven table". The session must be scripted, taped, and demonstrate mediation theories and techniques discussed in class. The 8 to 10 minute tape will be viewed, presented, and discussed in class. See class handout for details.

Reflective Writings:

2 Reflective writings will be assigned.
(50 point maximum / 25 points each)

Typewritten papers, 2 to 3 pages each, applying personal difficulties, efforts, and techniques needed by mediator to bring parties together using (1) verbal cues and (2) nonverbal cues. See class handout.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

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Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Spring 2001

January 22	**Classes begin.**
May 14	**Classes end.**

Holiday Schedule: Spring Break: March 26-April 9

15 sessions; Thursdays, 4:00 p.m. – 6:00 p.m., SPD 293, Mediating at Uneven Tables, 3 credits

Course Outline:

SPD 293 – Mediating At Uneven Tables
Instructor: Professor Melinda Lincoln
Spring, 2001
Thursdays, 4:00 p.m.– 6:00 p.m.

Week	Dates	Contents
1	1/25	Introduction Course Syllabus Book sections assigned
2	2/1	Part 1: Initiating the Dialogue, Approaching the Uneven Table Lecture/Class Discussion Role-Plays
3.	2/8	Recognizing an Uneven Table Dominant Power Tape Class Discussion
4	2/15	Getting By and Getting Even Dangers of a Partial Reframe Guest Speaker
5	2/22	Part 11: Traditional Approaches to an Uneven Table Manipulation and Maneuvering Class Exercises Class Discussion/Evaluation Reflective Writing Paper 1 Due

6	3/1	Families at an Uneven Table New Approaches to Negotiation Class Discussion Case Study 1 Due
7	3/8	Exam 1: Parts 1 and 11 (Kritek Book)
8	3/15	Part 111: Paradigm Shifts Unveiling Truths and Finding Courage (Kritek book) Lecture/Class Discussion
9	3/22	Nonverbal Communication/ Chapters: 10 and 11: Nonverbal Cues of Persuasion, Deception, and Power Concealing and Revealing of Nonverbal Cues (Peterson book) Class Discussion/Simulations
10	4/12	Nonverbal Communication/ Chapter 12: Positions of Power, Control, and Status (Peterson book) Reflection Paper 2 Due Class Discussions/ Simulations
11	4/19	Guest Speaker Class Discussion
12	4/26	Clarifying the Rules Becoming a Translator (Kritek book) Class Discussion
13	5/3	Group Tapes Presented Class Discussion/Evaluation

14	5/10	Exam 11: Part 111 (Kritek) Chapters 10, 11, and 12 (Peterson book) Reflective Writing 11 Due
15	5/17	Final Remarks Closing Course Evaluation

Syllabus

SPD 293 / Narrative Mediation and Communication / Spring, 2001

Department of Speech and Drama
NOVA
Room 242, 7:00-9:00 p.m., Thursdays
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: Thursday and by appointment
6:15 p.m. – 6:45 p.m.

Required Text: Winslade, J. & Monk, G. (2000). Narrative mediation: A new approach to conflict resolution. San Francisco: Jossey-Bass Publishers.

Supplemental Articles to be handed out in class.

Course Description: Introduces advanced techniques of medition narration and communication processes to help identify conflict issues and reach solutions effectively. Emphasizes narrative mediation strategies used throughout conflict resolution in re-telling or re-framing the incident in story form from the observer's point of view by detaching from blame or feelings of guilt

Course Objectives: This course enables the mediator to apply effective communication techniques and narrative mediation strategies to facilitate the respondents to successful negotiation.

Upon course completion, the student should be able to:

1. Utilize advanced communication and listening skills through narration mediation.
2. Help free the conflicting parties from excess feelings of blame and guilt in re-telling their side of the story.
3. Move the parties to successful negotiation.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

2 Tests will be given, each worth 150 points.
(300 point maximum total)

1 Mentoring Project
(100 points)

Students will mentor a community based mediation session or an educational conflict resolution process in a school setting and introduce narrative mediation techniques during the detailed storytelling segment of the conflict. They will attempt to free the respondents of guilt and blame during the personal narration of their accounts by utilizing techniques and strategies presented in the course. An 8 to 10 page paper summarizing the procedure and its effects on mediation will be presented. A detailed handout will follow.

Group Tape Project

(100 points)

Students will be placed in small group format and reenact a simulation of a negotiation session utilizing narrative mediation techniques and procedures. The session must be scripted, taped, and demonstrate narrative mediation theories and techniques. The 8 to 10 minute tape will be viewed, presented, and discussed in class. See handout for details.

Reflective Writing:

1 Reflective writing will be assigned.
(50 points)

Typewritten paper, 5 pages, applying personal difficulties, efforts, and techniques needed by mediator to free parties of guilt and blame during the storytelling segment of the mediation process Students must relate the techniques, theories, effects, and successful or unsuccessful results of their efforts from a personal inquiry viewpoint. See class handout.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

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Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Spring 2001

January 22	**Classes begin.**
May 14	**Classes end.**

Holiday Schedule: Spring Break: March 26-April 9

15 sessions; Thursdays, 7:00 p.m. – 9:00 p.m., SPD 293, Narrative Mediation and Communication, 3 credits

Course Outline:

SPD 293 – Narrative Mediation and Communication
Instructor: Professor Melinda Lincoln
Spring, 2001
Thursdays, 7:00 p.m.– 9:00 p.m.

Week	Dates	Contents
1	1/25	Introduction Course Syllabus Chapter readings assigned
2	2/1	Chapter 1: Defining Narrative Mediation Lecture/Class Discussion
3.	2/8	Chapter 2: Narrative Mediation Theories and Philosophies Tape Class Discussion
4	2/15	Chapter 3: Narrative Model of Mediation Class Discussion Class Exercises/Simulations

5	2/22	Chapter 9: Getting Unstuck Class Discussion Role-plays
6	3/1	Chapter 4: Entitlement Shaped by History and Culture Tape Mentoring Project Due Class Discussion
7	3/8	Exam 1: Chapters 1, 2, 3, 9, and 4
8	3/15	Chapter 5: The Relational Context of Narrative Mediation Lecture/Class Discussion Reflection Paper Due
9	3/22	Chapter 6 and 10: Disarming the Conflict and Documenting Progress Lecture/Class Discussion Tape
10	4/12	Guest Speaker "Ins and Outs of Narrative Mediation Processes" Class Discussion
11	4/19	Chapter 7: Opening Space Between Disputants Class Discussion Role-Plays
12	4/26	Chapter 8: Building Momentum Class Discussion 2 Articles Discussed
13	5/3	Group Tape Project Presented Class Discussion/Evaluation
14	5/10	Exam 11: Chapters 5, 6, 7, 8, 10 and 2 articles Mentoring Project Due

15	5/17	Final Remarks Closing Course Evaluation

Syllabus

SPD 298 / Seminar and Project / Spring, 2001

Department of Speech and Drama
NOVA
Room 240, 1:00-3:00 p.m., Thursdays
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: Thursday and by appointment
12:00 p.m. – 12:30 p.m.

Required Texts: Bodine, R. & Crawford, D. (1998). The handbook of conflict resolution education: A guide to building quality programs in schools. San Francisco: Jossey-Bass Publishers, Inc.

Supplemental forms to be handed out in class.

Course Description: Introduces the design, development, and execution of the conflict resolution program in schools and learning environments. Presents positive ways of resolving conflicts and teaches effective coping and listening skills to diffuse altercations. Using the prototypical time line for organizational development of the program is recommended.

Course Objectives: This course provides students with the abilities to provide a comprehensive conflict resolution education program in schools. Creating a program team and an organizational plan utilizing a peer mediation approach in the classroom is suggested. Program implementation will focus on the development of the mediation process, the scheduling of mediations and mediators, the supervision of the mediation session, ongoing training for mediators, and a program evaluation.

Upon course completion, the student should be able to:

1. Design a comprehensive conflict resolution program in schools.
2. Implement a quality peer mediation school-based program.
3. Utilize effective coping and listening skills to diffuse conflict.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)
324 – 0 =F (59% - 0%)

Tests:

1 Test will be given
(200 point total)

1 Conflict Resolution Program Project
(200 points)

Students will initiate an educational conflict resolution process in a school setting and implement a comprehensive conflict resolution program, involving staff, students, and administrators working together to diffuse conflicts and achieve school harmony. An 8 to 10 page paper summarizing the procedures, techniques, and its effects on the school community will be presented. A detailed handout will follow.

School Tape Project

(100 points)

Students will film various aspects of their conflict resolution education program featuring interaction among students, staff, and administrators in the form of interviews, discussions, narrated mediation sessions, and visual signs and notifications of the school based program. utilizing narrative mediation techniques and procedures. The 8 to 10 minute tape will be viewed, presented, and discussed in class. See handout for details.

Reflective Writing:

2 Reflective writings will be assigned.
(50 point total, 25 points each)

Two typewritten papers, 5 pages each, applying personal difficulties, efforts, and techniques needed to implement a comprehensive conflict resolution program in schools. Students must relate the techniques, theories, effects, and successful or unsuccessful results of their efforts from a personal inquiry viewpoint. Relective Writing 1 will focus on beginning a conflict resolution program in schools. Reflective Writing 2 will focus on the culmination of your program. See class handout.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

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Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Spring 2001

January 22	**Classes begin.**
May 14	**Classes end.**

Holiday Schedule: Spring Break: March 26-April 9

15 sessions; Thursdays, 1:00 p.m. – 3:00 p.m., SPD 298, Seminar and Project, 3 credits

Course Outline:

SPD 298 – Seminar and Project
Instructor: Professor Melinda Lincoln
Spring, 2001
Thursdays, 1:00 p.m.– 3:00 p.m.

Week	Dates	Contents
1	1/25	Introduction Course Syllabus Chapter readings assigned
2	2/1	Chapter 1: Conflict Resolution and the Mission of Education Lecture/Class Discussion
3.	2/8	Chapter 2: The Capacity of Schools to Develop Tape Class Discussion
4	2/15	Chapter 3: Understanding Conflict as a Learning Opportunity Class Discussion Class Exercises/Simulations

5	2/22	Chapter 4: Essential Goals and Principles Forms: Conflict Resolution Developmental Sequence, Five Phases of an Educational Program Lecture/Class Discussion
6	3/1	Field Day at Schools
7	3/8	Chapter 5: Overview of Exemplary Programs Lecture/Discussion Forms: Needs Assessment Form, Implementation Time Line, Peer Mediation Application
8	3/15	Chapter 8: Developing and Implementing Programs Chapter 9: Conducting a Strategic Plan Forms: Staff Action Plan and Discipline Action Policy Action Plan Class Discussion Reflective Writing Paper 1 Due
9	3/22	Guest Speaker " Program Implementation" Class discussion
10	4/12	Field Day at Schools
11	4/19	Chapter 6: Research Findings on What Works Form: Cooperative Action Plan Class discussion Simulations
12	4/26	Field Day at Schools
13	5/3	School Tape Project Presented Class Discussion/Evaluation

14	5/10	Conflict Resolution Program Project Due Class Discussion/Evaluation
15	5/17	Exam 1: Chapters 1, 2, 3, 4, 5, 6, 8, and 9 Final Remarks Closing Course Evaluation

Syllabus

SPD 293 / Networking Safe Communities and Schools / Spring, 2001

Department of Speech and Drama
NOVA
Room 240, 10:00 a.m.-12:00 p.m.
Thursdays, (703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: Thursday and by appointment
9:00 – 9:45 a.m.

Required Text: Bodine, R. & Crawford, D. (1998). The handbook of conflict resolution education: A guide to building quality programs in schools. San Francisco: Jossey-Bass Publishers, Inc.

Supplemental forms to be handed out in class.

Course Description: Explores and develops a support network of community agencies and establishments in promoting peaceful techniques and practices common to the conflict resolution process. Enables the student to observe and experience first-hand efforts of nonviolent and safe techniques applicable to the mediation process in community and school interactions.

Course Objectives: This course provides a community network of agencies and organizations committed to providing safe alternatives to violence and inappropriate behavior through mediating services. Students will enlist mediation practices and techniques commonly used in the community and familiarize themselves with effective attempts at resolving conflicts peacefully without violence.

Upon course completion, the student should be able to:

1. Identifying networking organizations in the community promoting peaceful alternatives to violence.
2. Recognize techniques and strategies used throughout the community utilizing the mediation process.
3. Gain valuable observation and first-hand experience in community mediation.
4. Acknowledge community organizations and what they can do to promote peaceful alternatives to violence.

Grades and Requirements:
550 – 495=A (90% - 100%)
494 – 435=B (80% - 89%)
434 – 380=C (70% - 79%)
379 – 325=D (60% - 69%)

324 – 0 =F (59% - 50%)

1 Conflict Resolution Program Project
(200 points)

Students will identify 5 networking organizations, including one educational setting in the community and prepare a comprehensive report describing the effectiveness of conflict resolution procedures and practices being utilized by professionals to diffuse altercations. An 18 to 20-page paper summarizing the procedures, techniques, and its effects on community mediation will be presented. A detailed handout will follow.

Areas of community networking include: family services, community partnership programs, police departments, counselors' associations, conflict resolution institutes, and etc.

School Tape Project

(200 points)

Students will film various aspects of their conflict resolution education networking program featuring interaction among students, staff, and administrators in the form of interviews, discussions, narrated mediation sessions. The 8 to 10 minute tape will be viewed, presented, and discussed in class. See handout for details.

Reflective Writing:

2 Reflective writings will be assigned.
(50 point total, 25 points each)

Two typewritten papers, 3 pages each, will offer insight into the effectiveness, cooperation, and results of conflict resolution applications as they affect safer communities and schools. Reflective Writing 1 will focus on the "ripple effects" of networking conflict resolution programs in communities. Reflective Writing 2 will focus on the cooperation and results of networking mediation programs in schools. See class handout.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

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Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Spring 2001

January 22	**Classes begin.**
May 14	**Classes end.**

Holiday Schedule: Spring Break: March 26-April 9

15 sessions; Thursdays, 1:00 p.m. – 3:00 p.m., SPD 298, Seminar and Project, 3 credits

Course Outline: SPD 293 – Networking Safe Communities and Schools
Instructor: Professor Melinda Lincoln
Spring, 2001
Thursdays, 10:00 a.m.– 12:00 p.m.

Week	Dates	Contents
1	1/25	Introduction Course Syllabus Chapter readings assigned
2	2/1	Chapter 1: Conflict Resolution and the Mission of Education Lecture/Class Discussion
3.	2/8	Community Networking Handouts Tape Class Discussion
4	2/15	Chapter 3: Understanding Conflict as a Learning Opportunity Class Discussion Class Exercises/Simulations
5	2/22	Chapter 4: Essential Goals and

		Principles Forms: Conflict Resolution Developmental Sequence, Five Phases of an Educational Program Lecture/Class Discussion
6	3/1	Community Field Day
7	3/8	Chapter 5: Overview of Exemplary Programs Focusing on Community Networking Mediation Programs Lecture/Discussion Forms: Needs Assessment Form, Implementation Time Line, Peer Mediation Application
8	3/15	Chapter 8: Developing and Implementing Programs Chapter 9: Conducting a Strategic Plan Forms: Needs Assessment Form, and Implementation of Time Line Class Discussion Reflective Writing Paper 1 Due
9	3/22	Guest Speaker " Networking Conflict Resolution Programs" Class discussion
10	4/12	Community Field Day
11	4/19	Chapter 6: Research Findings on What Works Form: Cooperative Action Plan Class discussion Simulations Reflective Paper 1 Due
12	4/26	Field Day at Schools

13	5/3	Conflict Resolution Program Project Due School Tape Project Presented Class Discussion/Evaluation Reflective Paper 2 Due
14	5/10	Field Day at Schools
15	5/17	School Tape Project Presentation Due Final Remarks Closing Course Evaluation

Syllabus

SPD 290 / Coordinated Internship / Spring, 2001

Department of Speech and Drama
NOVA
Hours to be arranged by college
(703) 257-6600
www.nv.cc.va.us/manassas/

Instructor: Professor Melinda Lincoln
Manassas Campus
Voice Mail:703-368-3748
Office Hours: By appointment

Supplemental forms to be handed out in class.

Course Description: Introduces the student to fieldwork experience in community conflict resolution. The application of conflict resolution theories and principles will be applied to a variety of actual situations. The college coordinator will carry out on-site supervision and evaluation processes. The student at the completion of the community service mediation internship project will keep a journal and file a documented internship report.

Course Objectives: This course provides the student with on-site experience in the field of community mediation training. A culmination of completed courses and training will result in a mediation field experience.

Upon course completion, the student should be able to:

1. Acquire fieldwork experience in mediation.
2. Apply mediation theories and practices to on-site training.
3. Document internship experiences in a mediation summary report.

A satisfactory (S) or an unsatisfactory (U) rating will be given by the college coordinator.

Mediation Summary Report

To include detailed information relating to the mediation internship placement, including the identity of the following:

Program	Address	Supervisor's name	Title
Number of students	Mediation days	Hours of Mediation	Number of facilitators
Mediation procedures	Identity of issues	Use of peer mediators	Use of narrative mediation
Environment	Instructional	Conflict Resolution strategies	Conflict Resolution procedures
Power solving methods	Instructional Materials	Agreement options	Analysis and evaluation
	Solutions		

Forms Needed:
Internship Approval Form
Internship Log
Conflict Resolution Syllabus
Conflict Resolution Procedures and Strategies
Peer Mediation Forms
Evaluation Form

School Tape Project

Students will film various aspects of their conflict resolution internship program featuring interaction among students, staff, and administrators in the form of interviews, discussions, narrated mediation sessions. The 8 to 10 minute tape will be viewed, presented, and discussed by the professor and student. See handout for details.

Reflective Writing:

A daily log and journal will be kept by the student intern reflecting their personal experience, insight, and recommendations for improving the conflict resolution communication experience in the community setting. See handouts and detailed journal requirements.

Classroom Policies: Each and every student is expected to behave in ways which promote a teaching and learning atmosphere. Students have the right to learn, however, they do not have the right to interfere with the freedom to teach or the rights of other students to learn. Students will be treated respectfully in return for respectful behavior.

Please make sure that you obtain and read a copy of the current Student Handbook which contains the Student Code of Conduct. Students should not violate academic guidelines, submit to plagiarism, or cheating on exams as found in the Student Handbook.

Special Needs: Please indicate any special considerations, health issues, learning disabilities, medical procedures, and etc. that may affect your performance in this course to the instructor within the first two weeks of classes.

Calendar

Spring 2001

January 22-Classes begin. May 14-Classes end.
Holiday Schedule: Spring Break: March 26-April 9

Internship sessions to be arranged by college coordinator.

Appendix E

Grant Funding Application Inquiry Letter Template

July 13, 2000

Ford Foundation—Peace and Social Justice
Ford Foundation
Secretary
320 East 43rd Street
New York, New York 10017

Dear Sir:

For my doctoral dissertation project to be defended in fall of 2000, I have developed a prototype for the first Conflict Resolution Communication Program, in this country, on the community college level offering a transferable associate degree to a four-year college or university, a certificate, or a career studies certificate.

The objectives of the program is to educate, train, and support an often overlooked segment of the community college population. The program benefits those individuals between the ages of eighteen and twenty-five years of age who wish to pursue careers in conflict resolution, the returning adult learner, and professionals seeking enhancement and expansion of their undergraduate degrees and areas of interest in conflict resolution.

I am asking for your serious consideration in providing funding and grant support for the tentative implementation and development of the Conflict Resolution Communication Program at Northern Virginia Community College in the fall of 2001. The success of the program will be determined by the strong academic contribution and commitment to the improvement of conflict resolution techniques and strategies serving the needs of the communities by solving conflicts peacefully, without violence.

The Conflict Resolution Communication Program will strengthen and enhance the practitioner to develop effective mediation techniques and apply constructive conflict resolution strategies to conflict and problem-solving sessions. New ways of analyzing and studying conflict on the community college level will result in stronger community relations, and a significant increase in the number of trained, certified, and degree-holding mediators, receiving a certificate, a career studies certificate, or an associate degree in Conflict Resolution.

Hopefully, community colleges across the country will have the opportunity to offer accessible and affordable Conflict Resolution Communication Programs. These institutions of higher learning will extend their authority to dissipate the rising fear of violence felt by the majority of Americans and prepare potential mediators to help reduce conflicts using alternative mediation efforts without violence.

I have enclosed an overview of my proposed Conflict Resolution Communication Program, an executive summary, a statement of need, a project description, and a budget summary for a one-year and a two-year program with renewable options.
I hope you will determine that the implementation and development of the Conflict Resolution Communication Program on the community college level falls within your area of interest, and warrants substantial funding consideration under your grants program. Please feel free to contact me at the address below for further questions, comments, and responses to my grant proposal.

Sincerely,

Melinda G. Lincoln
George Mason University
The National Center for Community College Education
Thompson Hall
Fairfax, Virginia 22030-4444
(703) 323-8760
mglincoln@yahoo.com

Appendix F

Grant Funding Information Packet

EXECUTIVE SUMMARY

Over the past several years, conflict resolution has taken on significant importance as an alternative method to solving conflicts peacefully in the United States and around the world. Patterns of negative behavior and outbursts of deep-seated anger and turmoil have erupted in frantic demonstrations of random shootings, ruthless acts of school brutality and deaths, senseless bombings, and indifference to human life. A cycle of unprecedented violence has befallen communities, houses of worship, classrooms, playgrounds, and day-care centers, throughout this country, in repeated attempts to unravel the fabric of American society and jeopardize its democratic existence. The problem persists for many within the culture to escalate conflicts without benefiting from mediating differences, identifying issues, and applying problem-solving solutions. Too few certified or degree mediators and too few affordable and accessible conflict resolution programs exist across the nation to quell surmounting conflict situations and to make a measurable mark on managing and diffusing anger evident in disruptive and inappropriate forms of behavior.

In a time when Americans fear crime and violent behavior, most citizens make it a top political priority across the country (The Economist, 1996). Community colleges have a unique opportunity to introduce and to implement alternative forms of peaceful negotiation. By contributing a significant number of certified and degreed mediators through conflict resolution program implementation, community colleges can help to calm the fears of communities and to help meet their needs.

STATEMENT OF NEED

The implementation of the Conflict Resolution Communications Program fulfills the needs of communities throughout the nation by providing affordable alternatives to litigation. Mediation services in the areas of family dispute, divorce, parenting, business, government, educational conflicts, contract negotiations, and community policing will be made conveniently accessible. The advancement and promotion of effective coping strategies, listening skills, and mediation teaching techniques, resulting in peaceful solutions will become the mainstay for understanding the origin and the resolution of conflict. By mastering life-long communication skills, the certified or degreed conflict resolution specialist helps communities, courts, students, parents, employers, employees, educators, and those in need of alternative mediation services handle conflicts constructively and appropriately, without violence. Communities will be better able to acknowledge, legitimize, understand, and resolve differences in a time of rapid change and growth. Also, community acceptance of situations invested in cultural and social diversity leads to greater tolerance and harmony throughout the nation by exposing community conflicts to the expertise and experience of professionally trained conflict analysts. These mediators are trained, certified, and degreed at the community college level.

The Washington Post staff writer, John Mintz, agrees with the possibility of cyclical crime patterns occurring in the 1990s as evidenced in the 1980 decade. "Even though the incarceration of more prisoners indicates a long-term reversal of rising crime, a cyclical pattern of falling crime rates in the early 1980's was replaced by an increase in

crime rates in the late 1980's, concurrently with a spiraling prison population" (The Economist, 1996, p. 4). The author concurs with crime statistics expert, James Fox, at Northeastern University, that another crime wave may be in the future due to the rise of the teen population. They anticipate two major factors spiraling the crime rates, once again. The prison population is currently 2 million more than it was a decade ago. "With the expected release of hundreds of thousands of prison inmates, and the projection in the number of teenage males rising by 15 percent in the next six years, another crime wave may be inevitable" (Mintz, 2000, p.A02).

The National Education Association revealed statistics in 1993, that discovered the following information: 1) 100,000 students took guns to schools; 2) 160,000 students skipped classes because they feared physical harm; 3) 40 students were hurt or killed by firearms; 4) 260 students were physically assaulted; and 5) 6,250 teachers were threatened with bodily injury or harm (Time, January 25, 1993, p.1). Over the 5-year period from 1993 to 1997, the United States Department of Justice points out that teachers were victims of 1,771,000 nonfatal crimes at school; this includes 1,114,000 thefts and 657,000 violent crimes including rape or sexual assault, robbery, and aggravated and simple assault. These statistics translate into 84 crimes per 1,000 teachers per year (USDOJ, 2000, May 17, p. 58). See Appendix K.

In 1995 and 1997, about 7 to 8 percent of students reported that while they were on school property, they were being threatened or injured with a weapon such as a gun, a knife, or a club. In 1997, the United States Department of Justice reported that students ages 12 through 18 were victims of about 201,000 serious violent crimes at school,

including the following: rape, sexual assault, robbery, and aggravated assault. They were victims of more than 2.7 million total crimes at school (USDOJ, 2000, p.38). See Appendix L. Statistics also indicated, as reported by the National Center for Injury Prevention and Control and the Statistical Abstract of the U.S. in 1999, that between 1994 and 1998: 1) 173 violent deaths occurred in schools across the nation; 2) 50% of children ages 9 to 17 were worried about dying young; and 3) 31% of children ages 12 to 17 knew someone their age who carried a gun (Time, May 3, 1999, p.1).

PROJECT DESCRIPTION

The culmination and implementation of affordable and accessible conflict resolution communication programs need to manifest themselves firmly in the Commonwealth of Virginia as alternative certification and degree programs with matriculating and transferable options to a baccalaureate degree at four-year colleges and universities. These programs on the community college level are needed to train more mediators with greater accessibility and affordability in conflict resolution practices. Community colleges in the Commonwealth of Virginia can play a significant role in lessening violent and inappropriate behavior in conflict situations by contributing the skills and expertise of trained, certified, and degree-holding community college graduates in the field of mediation. Community colleges offering the Conflict Resolution Communication Program provide an opportunity for a substantial post-secondary student population to be awarded certificates and approved degrees in conflict resolution. These

students have the option to transfer to a baccalaureate degree program at a four-year college or university in conflict resolution if they choose to expand their academic career.

The results of referenced survey instruments will produce a collection of student, community, and faculty interest data, and conflict resolution educational and professional needs. The confirmability of credit course offerings and the assessment of research data based on the development of the Conflict Resolution Communication Program will firmly establish the initial implementation of this curriculum at NOVA. Hopefully, the existing and established Conflict Resolution Communication Program with appropriate funding will be offered to the other twenty-two community colleges in the Commonwealth of Virginia, and, then, to all remaining out-of-state community colleges across the nation.

Post-secondary institutions, once again, will strengthen their authoritative role in meeting the needs of the community by supplying certified, and degree-holding mediators to contribute their expertise and training to help maintain, and diffuse conflicts peacefully while promoting the use of effective coping and listening skills throughout society. The potential will exist for four-year colleges and universities to accept more students with associate degrees in conflict resolution into their existing and expanding baccalaureate programs in conflict resolution. The prospective for an alternative curriculum program to violence may become a reality for the first time in the history and development of the community college.

BUDGET SUMMARY

The estimated budget for implementing the Conflict Resolution Communication Program at the NOVA Manassas campus for a one and a two-year program, including a follow-up assessment is addressed below. This allows for implementation of the program on one NOVA campus with two faculty members teaching nine courses each in three semesters and four faculty members teaching thirty-six courses in three semesters, respectively. Indirect costs including space costs, office and classroom rent, janitorial services, and the use of utilities are considered in-kind contributions by the participating college. Donor sponsors are asked to consider the merits of the program, the benefits to the community, and the overall contributions to the nation in supporting alternative solutions to violent behavior.

Figure 4. **Proposed Budget Program**

		Total (One-Year Program)	Total Requested (Two-Year Program)
Total This Grant		**$ 196,426.00**	**$ 381,252.00**
1.	**PERSONNEL**	**$ 181,584.00**	**$ 363,168.00**
	A. Salaries and Wages	**$ 144,750.00**	**$ 289,500.00**
	B. Fringe Benefits	**$ 36,834.00**	**$ 73,668.00**
11.	**NON-PERSONNEL**	**$ 14,842.00**	**$ 18,084.00**
	B. Purchase of Equipment	**$ 5,800.00**	**$ ----------**
	B. Consumable Supplies	**$ 1,762.00**	**$ 3,524.00**
	C. Travel	**$ 5,300.00**	**$ 10,600.00**
	D. Other Costs	**$ 1,980.00**	**$ 3,960.00**

BUDGET DETAIL

	First Year Total (One-Year Program)	Total Requested (Two-Year Program)
Total Program	$ 196,426.00	$ 381,252.00

		Requested for one-year	Requested for two years
1.	Personnel	$144,750.00	$ 289,500.00
A.	Salaries & Wages		
(6)	Proj. Dir. @	$ 65,000.00	$ 130,000.00
(7)	Adm. Asst.@	$ 30,000.00	$ 60,000.00
(8)	Statistician@	$ 6,750.00	$ 13,500.00
(9)	Secretary@	$ 25,000.00	$ 50,000.00
(10)	Adjuncts@	$ 18,000.00	$ 36,000.00
B.	Fringe Benefits (SUI, Workers' Comp. Policy, FICA, Health Ins.)		
	Proj.Director	$ 18,200.00	$ 36,400.00
	Administrative Assistant	$ 8,400.00	$ 16,800.00
	Secretary	$ 7,000.00	$ 14,000.00
		FICA	
	Adjuncts	$ 2,352.00	$ 4,704.00
	Statistician	$ 882.00	$ 1,764.00

II. Non-Personnel

B. Space Costs (In-Kind Contribution)

B. Purchase of Equipment

Desks (2)	**$ 600.00**
Chairs (4)	**$ 300.00**
File Cabinets (2)	**$ 800.00**
Computers (2)	**$ 3,000.00**
Printers (2)	**$ 400.00**
Fax (1)	**$ 200.00**
Phones (2)	**$ 200.00**
Copying machine (1)	**$ 300.00**

A. Consumable Supplies

Desk top supplies	**$ 812.00**	**$ 1,624.00**
100 reams copy paper	**$ 500.00**	**$ 1,000.00**
Food (Conferences)	**$ 450.00**	**$ 900.00**

C. Travel

D. Local mileage/	**$ 300.00**	**$ 600.00**
Project Director Travel Expenses	**$ 5,000.00**	**$ 10,000.00**
Other Costs Postage	**$ 1,980.00**	**$ 3,960.00**

Proposed Budget Rationale for the Conflict Resolution Communication Program

The proposed budget summary for the Conflict Resolution Communication Program is formulated on a one and a two-year time frame to allow for program evaluation and data collection to be analyzed during the second year. The program ideally needs three to five years of instruction and program implementation to be

fully assessed and to be recommended for grant renewal funding. The one-year program targets an estimated student population of nearly 250 with an estimated growth of nearly 50 percent during the second year. The number of students included in the pilot study is directly relational to the funds available for teaching faculty. More available funding will enable the community college to hire more teachers, offer more classes, and increase the number of students participating in the Conflict Resolution Communication Program.

The conservative budget provides for only two full-time employees, including the project director and the administrative assistant. Their roles are viewed as essential in the design, planning, and implementation of the program. A part-time secretary, statistician, and two adjunct teachers complete the personnel breakdown. The need for the part-time statistician is based on the evaluation instruments that will need to be compiled and compared to baseline information in ascertaining the rationale for the continuance of the program. The fringe benefits for the five employees are mandated by law and comprise about 19 percent of the total budget. Non-personnel costs of the program reflect many initial equipment costs in the first year only while consumable supplies and travel expenses spill into the second year of the program. Non-personnel costs cover about 7 percent of the total operational budget.

Appendix G

Assessment Contact Form

Contact or Encounter Form

Contact/Encounter No: _____
(Number Consecutively)
Date: _____

Type of Contact

Telephone	θ
Personal Meeting	θ
Electronic Mail	θ
Other (Specify)	θ

Other Assistance Provided

Information Only	θ
Training	θ
Consultation	θ
Counseling	θ
Curriculum or Materials	θ
Other (Specify)	θ

Who Initiated Contact?

Program Staff	θ
Program Participant	θ
Other (Specify)	θ

Program Staff Who Participated in Contact

_____

_____

_____

_____

_____

_____

Purpose of Contact

Request for Financial Support	θ
Request for Legislative Support	θ
Request for Other Support	θ
Request for Volunteer Services	θ
Offer of Volunteer Services	θ
Request to Participate in Program	θ
Request for Information	θ
Request for Incentive	θ
Other (Specify)	θ

Appendix H

Personal Interview Questionnaire

and

Student Survey of Course-Related General Education Goals

NORTHERN VIRGINIA COMMUNITY COLLEGE
STUDENT SURVEY OF COURSE-RELATED GENERAL EDUCATION GOALS

This survey is designed to find out how much progress you have made at this college toward attaining the following general education goals. The statements below are the general education goals and objectives of the college. Please indicate how much your courses and experiences at this college have help you in meeting each of the general education objectives. Mark your answers with a number two pencil. Do not use ink. Darken the circle of your response completely

1-Almost None 2-Very Little 3-Some 4-Quite a Bit 5-A Great Deal

Students will demonstrate college-level communication skills

1. Write in organized, clear, and grammatically correct English appropriate for a specific subject and audience. 1 2 3 4 5
2. Speak English fluently, competently, and confidently. 1 2 3 4 5
3. Understand and interpret both written texts and oral presentation in English. 1 2 3 4 5

Students will develop skills to enhance life-long learning.

4. Value life-long learning. 1 2 3 4 5
5. Use the library and other appropriate resources to retrieve information. 1 2 3 4 5
6. Develop time management skills. 1 2 3 4 5

Students will demonstrate critical thinking skills.

7. Differentiate among facts, opinions, assumptions, and inferences. 1 2 3 4 5
8. Formulate and test hypotheses. 1 2 3 4 5
9. Generate and evaluate alternative solutions to problems. 1 2 3 4 5
10. make valid judgments and rational decisions 1 2 3 4 5
11. demonstrate intellectual curiosity, independence of thought, imagination, and creativity. 1 2 3 4 5

Students will display general knowledge and historical consciousness.

12. Demonstrate an awareness of the significance of time and place. 1 2 3 4 5
13. Display a knowledge of American culture. 1 2 3 4 5

Northern Virginia Community College

1-Almost None 2-Very Little 3-Some 4-Quite a Bit 5-A Great Deal

14. Demonstrate a knowledge of history, literature, the arts, science, mathematics, the social sciences, language and communication, and of the relationship among various disciplines. 1 2 3 4 5

15. Demonstrate an understanding of contemporary issues, and the historical and cultural context from which these issues developed. 1 2 3 4 5

16. Demonstrate a knowledge of and appreciation for cultural variety. 1 2 3 4 5

Students will understand and be able to manipulate numerical data.

17. Perform basic mathematical operations and apply them to practical situations. 1 2 3 4 5

18. Read, interpret,and analyze graphs, tables, statistics, and survey data. 1 2 3 4 5

19. Identify and use available resources related to quantitative problem-solving. 1 2 3 4 5

Students will understand the impact of science and technology and will develop skills needed to use modern technology.

20. Demonstrate a working knowledge of fundamental scientific principles. 1 2 3 4 5

21. Demonstrate the applications and limitations of the scientific method. 1 2 3 4 5

22. Understand the historical/cultural context in which scientific/technological issues developed. 1 2 3 4 5

23. Analyze the cultural, political, and ethical implications of scientific and technological issues. 1 2 3 4 5

24. Demonstrate appropriate use of instruments of modern technology. 1 2 3 4 5

25. Use a computer system, both hardware and software, appropriate to the discipline or program of study. 1 2 3 4 5

Students will enhance their social and educational values.

26. Display academic honesty 1 2 3 4 5

27. Identify and evaluate ethical issues and conflicts 1 2 3 4 5

28. Set personal goals 1 2 3 4 5

Northern Virginia Community College

1-Almost None 2-Very Little 3-Some 4-Quite a Bit 5-A Great Deal

29. Take responsibility for your own actions and understand the consequences of those actions. 1 2 3 4 5

30. Feel free to express your own viewpoint while maintaining respect for the viewpoints of others. 1 2 3 4 5

31. Demonstrate respect for others, including those of all ages, races, cultures, national origins, religions, genders, and abilities. 1 2 3 4 5

32. Contribute to your community and society. 1 2 3 4 5

33. Recognize the importance and responsibility of the individual in our democratic society. 1 2 3 4 5

Students will recognize well as being a dynamic process in developing a healthy lifestyle.

34. Practice physical fitness activities appropriate to your individual lifestyle. 1 2 3 4 5

35. Demonstrate an understanding of the principles of emotional, physical, and psychological wellness and how these affect your life. 1 2 3 4 5

36. Make positive behavioral changes based upon attitudes, values, behaviors, and skills providing physical and emotional well-bing. 1 2 3 4 5

Please use the reminder of this page to write comments about how the courses you have taken and the experiences you have had at this college have helped you attain the general education goals and objectives of the college. Thank you for your help in completing this survey.

Appendix I

Participant Observer Questionnaire

Formal Education Programs

Observe: Students' Behavior in the Classroom

1. Do particular sections of training program lose the students' attention?
2. Do they appear to find some sections irrelevant? Without purpose?
3. What is the content of any discussion among students and between students and teachers?

E. What did they talk about positively? Negatively?

Observe: Teachers' Behavior in the Classroom During the Program

1. Do they follow the curriculum?
2. Are there specific parts of the curriculum they do not use?
3. Are they able to answer all questions that students ask?

Training and Development Programs for Mediators

Observe: Behavior of Mediators During the Training Program

1. Do particular sections of the training program lose mediators' attention?
2. How much do mediators participate in the discussion?
3. What is the demeanor of mediators? Bored? Interested? Enthusiastic?

Observe: Behavior of Mediators During Breaks or Social Hours

1. Do mediators discuss material learned during the course?
2. What are their comments about the course?

Observe: Behavior of Mediators on the Job

1. Do mediators refer to course materials?
2. Do mediators incorporate what they learned into their work habits?

Programs To Change Individual Behavior: Incentive Programs

Observe: Characteristics of Learning Environment

1. Do class exercises appear to be well organized?
2. Are mediator trainers courteous?
3. Do they give all necessary instructions to trainees?
4. Do they model communication skills and conflict resolution techniques?
5. Do they give feedback to the trainees? Positive feedback? Constructive criticism?
6. How do trainees respond to the conflict resolution instruction?
7. What questions or concerns do the trainees voice?
8. Do the trainees give feedback? How do they respond to the trainer's feedback?
9. Do they appear confused or uncomfortable?

Thompson, N.J. & McClintock, H.O. (1998). Demonstrating your program's worth. Department of Health and Human Services: Atlanta, Georgia.

Appendix J

United States Department of Justice Crime Chart 9.1

	Total crimes from 1993 to 1997				Average annual number of crimes per 1,000			
Teacher Characteristics	**Total/1**	**Theft**	**Violent/2**	**Violent/3**	**Total/1**	**Theft**	**Violent/2**	**Violent/3**
Total	1,771,300	1,114,100	657,100	78,000	84	53	31	4
Instructional Level								
Elementary	639,500	444,100	195,500	44,100	57	40	18	4
Middle/Junior High	538,000	291,100	246,900	15,400	131	71	60	4
Senior High	593,700	378,900	214,800	18,500	102	65	37	3
Sex								
Male	499,000	261,000	238,000	20,800	95	50	45	4
Female	1,272,300	853,200	419,100	57,200	81	54	27	4
Race-Ethnicity								
White, non-Hispanic	1,523,700	942,600	581,100	65,200	87	54	33	4
Black, non-Hispanic	152,500	107,900	44,600	10,500	76	54	22	5
Hispanic	70,100	47,200	22,900	...	67	45	22	...
Other, non-Hispanic	14,600	8,300	6,300	2,300	49	28	21	8
Urbanicity of School/5								
Urban	1,005,300	628,500	376,800	46,100	105	65	39	5
Suburban	437,700	294,100	143,600	16,300	67	45	22	3
Rural	238,500	136,900	101,600	9,800	61	35	26	3

...No cases reported in this cell, although the crime defined by the cell could have happened to some teachers with these characteristics if a different sample had been drawn.

1/Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault and theft.

2/Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

3/Serious violent crimes include rape/sexual assault, robbery, and aggravated assault, which are included

4/The estimate was based on fewer than 10 cases.

NOTE: The data were aggregated from 1993 to 1997 due to a small number of teachers in each year's sample. On average, there were about 4.2 million teachers per year over the 5-year period for a total population size of 21,062,797 teachers. The average annual number of full-time-equivalent teachers is approximately 2.9 million. The population reported here includes part-time teachers as well as other instructional and support staff.

Appendix K

United States Department of Justice Crime Chart 1.1

2/Serious violent crimes are also included in violent crimes.
3/Estimate based on fewer than 10 cases.
NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes simple assault.
Due to rounding or missing cases, details may not add up to totals. Numbers are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey

Table 1.1b Number of nonfatal crimes against students ages 12 through 19 occurring at school or going to school. Broken down by type of crime and selected student characteristics: 1995 to 1997

	1995/1				1996/1				1997/1			
Student Characteristic	**Total**	**Theft**	**Violent**	**Serious Violent/2**	**Total**	**Theft**	**Violent**	**Serious Violent/2**	**Total**	**Theft**	**Violent**	**Serious Violent/2**
Total	3,467,900	2,177,900	1,290,000	222,500	3,163,000	2,028,700	1,134,400	225,400				
Sex												
Male	1,995,600	1,216,600	779,400	144,800	1,802,200	1,046,100	756,100	148,200				
Female	1,472,300	961,700	510,500	77,600	1,360,800	982,500	378,200	77,200				
Age												
12-14	2,046,300	1,195,900	850,400	145,900	1,757,000	1,061,300	695,700	103,400				
15-18	1,421,600	982,000	439,600	76,600	1,406,000	967,400	438,700	122,000				
Race-Ethnicity												
White, non-Hispanic	2,512,200	1,594,400	917,400	123,000	2,240,700	1,451,500	789,200					
Black, non-Hispanic	449,300	258,800	190,500	53,300	414,100	288,300	125,900	46,100				
Hispanic	373,500	222,200	151,300	36,900	383,300	205,400	178,000	52,600				
Other, non-Hispanic	110,800	85,800	25,100	9,300	116,500	77,600	38,900	12,100				
Urbanicity												
Urban	890,000	547,900	342,000	95,200	913,300	548,500	364,800	102,300				
Suburban	1,907,600	1,197,800	709,800	93,400	1,693,900	1,066,800	627,100	101,400				
Rural	670,300	432,200	238,100	33,800	555,900	413,400	142,500	21,700				
Household Income												
Less than $7,500	141,300	52,700	88,600	27,800	136,800	87,900	48,900	13,500				
$7,500-14,999	284,900	164,400	120,500	35,600	254,600	149,400	105,200	25,700				
$15,000-24,999	443,500	275,400	168,000	23,800	427,000	241,900	185,100	53,400				
$25,000-34,999	538,800	328,000	210,800	42,000	440,200	264,700	175,500	33,200				
$35,000-49,999	678,800	429,900	248,900	35,000	602,300	383,700	218,600	42,300				
$50,000-74,999	620,800	415,000	205,700	34,500	597,200	410,000	187,200	32,200				
$75,000 or more	495,600	341,300	154,300	13,600	435,400	326,600	108,800	16,000				

Appendix L

United States Department of Justice Crime Chart 10.1

Numbers are rounded to the nearest 100.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey
Table 10.1 Percentage and number of teachers who reported that they were threatened with injury or that a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 19939

	Teachers threatened with injury by a student								Teachers physically attacked by a student		
	Percent				Number				Percent		
Selected Characteristic	Total	Urban central city	Large fringe town	Small town rural	Total	Urban central city	Large fringe town	Small town rural	Total	Urban central city	Large fringe town
Total	11.7	15.1	10.7	9.8	341,000	132,100	99,600	109,300	4.1	5.6	4.0
Sex											
Male	14.7	19.5	14.0	11.8	115,900	45,100	33,800	37,000	3.9	5.8	3.6
Female	10.5	13.5	9.5	9.1	225,100	87,000	65,800	72,400	4.2	5.4	4.1
Race-Ethnicity											
White, non-Hispanic	11.5	15.4	10.5	9.9	294,300	103,900	88,400	102,000	4.1	5.7	
Black, non-Hispanic	11.9	13.0	12.6	8.5	23,600	14,600	5,300	3,700	3.9	4.2	4.0
Hispanic	13.1	15.3	10.6	10.1	15,800	10,200	3,400	2,200	5.2	6.4	4.3
Other, non-Hispanic	13.4	16.9	13.0	9.4	7,300	3,300	2,500	1,400	5.2	6.6	5.0
Teacher Level											
Elementary	8.7	11.7	7.4	7.3	133,600	56,300	35,900	41,400	4.9	6.5	4.6
Secondary	15.0	19.3	14.2	12.5	207,400	75,800	63,700	67,900	3.2	4.3	3.0
Control											
Public	12.8	17.8	11.6	10.2	325,400	126,800	92,600	106,000	4.4	6.4	4.2
Private	4.2	3.3	5.0	4.6	15,600	5,300	7,000	3,300	2.3	1.9	2.9

NOTE: Population size is 2,940,000 teachers. Due to rounding or missing cases, details may not add to totals. Numbers are rounded to the nearest 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 199394 (Teacher and School questionnaires).

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